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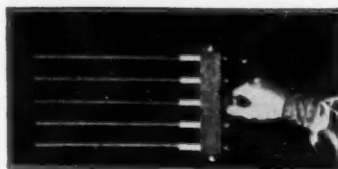
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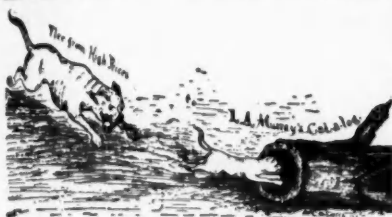
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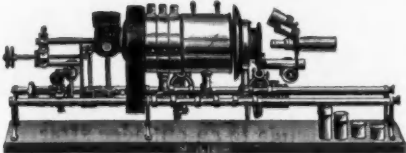
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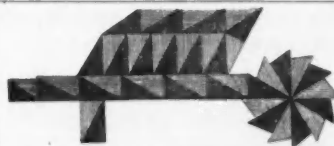
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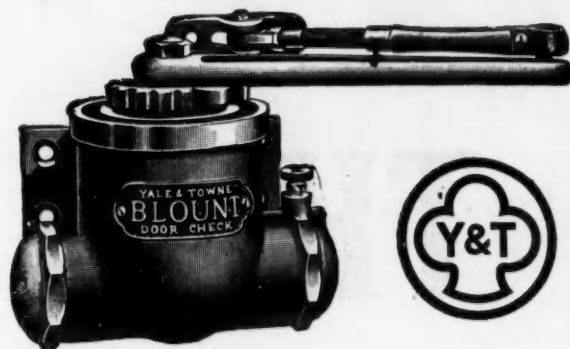
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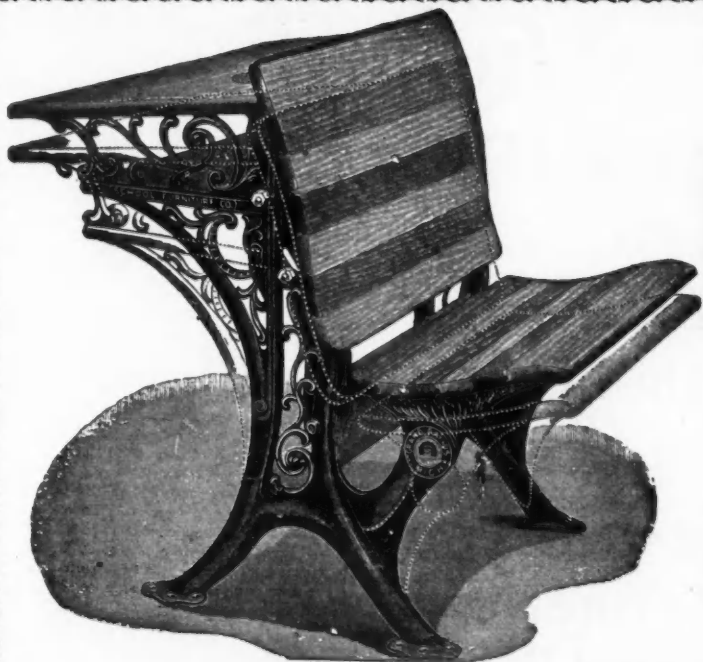
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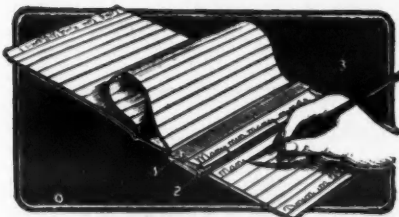
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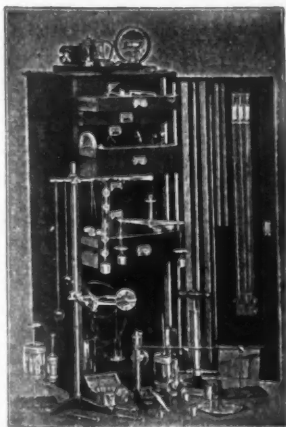
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GOOD! A SPLENDID RESULT!

Uncle Sam reviews the results of the Fall Campaign in the election and re-election of candidates for State Superintendent of Public Instruction.



Boston, Mass. The supreme court of Massachusetts has decided that a school committee cannot expel a pupil from a public school without giving him an opportunity to be heard. The decision was rendered in the case of Wilbur F. Morrison against the city of Lawrence for damage for his wrongful expulsion from the high school. A verdict of \$750 damages was awarded.

Kansas. The supreme court has issued a writ of mandamus compelling the school board at Coffeyville to admit negro children to the white schools. The case is the result of a two years' fight which the negroes have been waging to have their children admitted to the white schools.

Joliet, Ill. In response to questions submitted by the school board, State Supt. Bayliss has rendered an opinion that a reasonable amount of money may be expended by school boards for the maintenance and improvement of play or athletic grounds.

The Use of Copy Books.

Attorney-General Wilson has held that, under the State Text-book law, a copy book is a text-book, and wherever writing is taught in the public schools the copy-book adopted by the Text-book Commission must be used. The effect of this opinion is that teachers cannot set copies themselves for pupils, but the adopted books must be bought and used by pupils. The copy-book adopted by the Text-book Commission is the New Era Series, published by Eaton & Company, Chicago.

The law fixes a severe penalty upon teachers in the public schools who use, or allow to be used, books other than those adopted by the Commission. Under the ruling of the Attorney General, any teacher who uses any other system of copy-books than the system adopted by the Text-book Commission, or who teaches writing without the use of copy-books, is guilty of misdemeanor. School officers and teachers should therefore be careful that the law is not violated.

What is said above does not, of course, apply to counties working under county adoptions. When such counties come under the State contract, the State law will apply.

Teachers' Contracts.

The Appellate Court of Indiana holds that a written application for a school, signed by a teacher, and a resolution of the School Board that she and other teachers "be employed for the ensuing year," do not meet the requirements of the law that teachers' contracts shall be "in writing and signed by the parties."

The court said that a contract, to be sufficient under the act of 1899, by which this rule was prescribed, must state the essentials of the agreement, such as the length of the term, time of beginning and wages paid.

Miss Frank R. Taylor sued the school town of Petersburg for \$500 of salary for the school year of 1901-1902, relying on her alleged employment as a teacher, and the refusal of the School Board to let her teach after she had spent the summer at work and paid \$50 attending a normal school. The resolution that she should be employed stipulated that teachers must refrain from "dancing, card playing and using tobacco," as well as attend school during the summer, and Miss Taylor asserts that she

complied with these requirements in every particular. But the court says that until a written contract is actually entered into the teacher has no remedy against the school corporation if its officers refuse to do as they have promised, and hire another teacher.

NEW RULES AND REGULATIONS.

New York. A recent circular from Dr. Maxwell relative to fire drills contains the following instructions for principals: A record should be kept of every emergency drill, showing the time of the first signal and the time when the dismissal has been properly effected. In case of actual danger, the first thought should be for the younger children and for the classes near the zone of the fire or other accident. On leaving the building, the movement should be continued so as to prevent crowding around the school, and to leave the streets free for the unimpeded arrival of relief. On each floor there should be at least one signal station from which one or more teachers, to be designated by the principal for that purpose, should be empowered to give alarm in case of accident or impending danger.

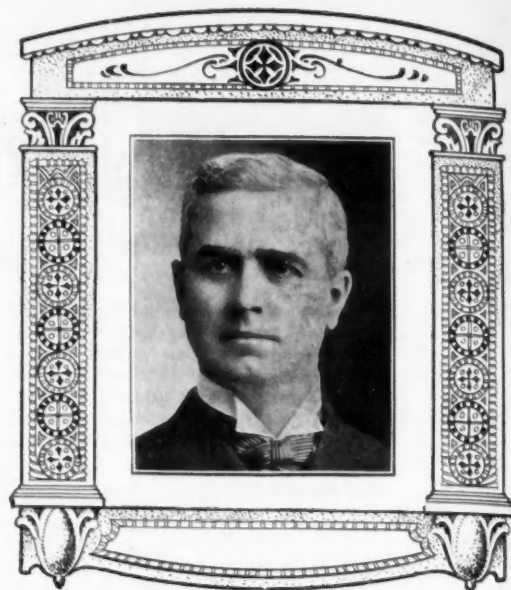
Cincinnati, Ohio. The Board of Education has under consideration the following rule: "All recommendations for expenditures of money for repairs, furniture, supplies, apparatus, etc., by any standing committee of the board shall lie over for two weeks, be printed and mailed to members, except in case of urgent necessity or for security or protection of school property."

Dubuque, Ia. The board has passed the following rule: All associations, societies, clubs, teams and similar organizations, composed of high school pupils and organized for the purpose of conducting or taking part in any game, meet or contest or any sort whatsoever, shall be under the management of the principal of the high school or of some teacher appointed by him; and no pupil or organization of pupils shall represent the high school or use the high school name in any such game, meet or contest without the principal's consent.

Dayton, O. The Board of Education has passed a resolution requiring all persons appointed by the board, to submit their acceptance or rejection of the appointment in writing.

Milwaukee, Wis. The Board of School Directors has amended its rules governing the reserve corps teachers. According to these new rules the entire number of such teachers shall not exceed five per cent. of the whole number of class teachers, and no person shall remain upon the corps for more than one year. For such time as they teach the salaries of reserve teachers are to be the same as those of other teachers of equal experience in the schools. When not assigned to duty they receive the same pay as substitutes for reporting to superintendent.

Keokuk, Ia. New school rule: The salary of a teacher, absent because of sickness or other good cause, after having entered upon her duties shall continue for four weeks and the teacher so absent shall pay for the services of the supply teacher. If, at the end of four weeks, the regular teacher, for any cause, does not re-enter upon her duties, her salary shall cease until such time as she shall resume her teaching, and the salary of the supply teacher, after the expiration of the four weeks, will be paid by the board. Supply teachers shall be paid at the minimum rate of \$1.25 per day, and never less than two-thirds of the daily salary of the regular teacher. If, during the period of four weeks in which a supply teacher is paid by the regular teacher, any holidays or intermissions of one or more days shall occur, the supply teacher shall be paid for such holidays or intermissions.



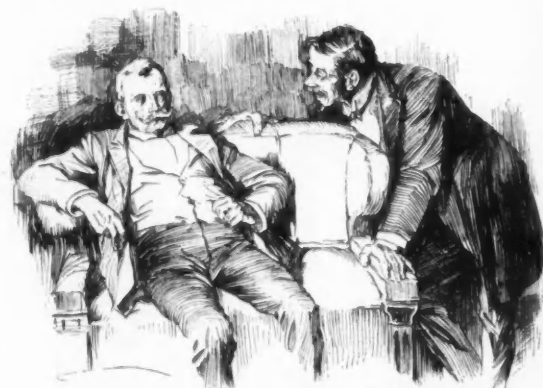
HON. H. C. YOUNT,
President of Indiana School Board Association,
Covington, Ind.

Rockford, Ill. A resolution was passed debarring football games or any sport on days when school is in session, unless the game is played after school hours. It will also exclude the athletic teams from scheduling games for Saturdays when it will necessitate the team's leaving the city the day previous so that it will interfere with the school studies.

Greater New York. The Board of Education has adopted a method to establish the age of children who apply for admission to the public schools. The minimum age for entrance is 6 years, except in the kindergartens, where children are admitted at 4 years. The board has made a rule that the parents of applicants for admission to school must produce either a birth certificate, a passport or a baptismal record in all cases where there is any doubt that the children have reached the required age.

Chicago. President Mark of the board of education advocates a material lengthening of the term of service of school-teachers before they are permitted to retire upon a pension. He would modify the present statute, which allows women to draw a pension after twenty years' service and men to draw one after twenty-five years.

Ohio. Several school boards are withholding the pay due to teachers for attending teachers' institutes, which the new School code requires to be paid. A test suit has been brought and payment will be made if the supreme court decides that the law is constitutional.



Schoolmaster A.—Oh, yes; I enjoyed my vacation. Had a fine, airy room, good bed, nice grub, perfect attendance and lots of rest.

Schoolmaster B.—For heaven's sake! Where were you?

Schoolmaster A.—In the hospital with a broken leg.

ORGANIZATION AND EDUCATION



Every citizen is bound to demand that within easy reach of his door there shall be a school building which is substantial, attractive and healthful. He has the right to expect that in that building there shall be a corps of teachers of capacity and culture, with teaching power and quick interest in his child. Refinement, truth, strength, industry, love and patriotism must all grow under that roof.

He has the right to expect that that building and those teachers shall be free from partisan or sectarian influence, and that all that is done there shall bind all good citizens together in a patriotic league and make for the intellectual and ethical quickening of society. If in any particular it is not, he has the right to know just where he may go to an experienced and capable officer, with ample authority, responsible to nobody but the community he serves, the law which sustains him, and the intelligence and conscience which guide him, and have immediate attention to his complaint and quick redress, if his complaint be a reasonable one.

School Organization.

If this is not already so, it is to be brought about through direct appeals to the people until the common sentiment is quickened to a revolt, and then through a school organization which differentiates legislative and executive functions, which gives business matters to business men, and instructional matters to teachers; which centralizes authority and responsibility for doing things in individuals, and is amply protected against influence.

We have less confidence in the crowd than we ought. You may often see things which make you doubt, but there is virtue and honest desire among the people, and if you agitate the mass, the good and true will come to the surface, and, if you gather and direct it, it will bear down the combined forces of evil.

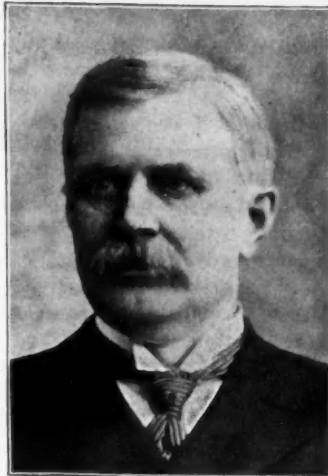
But no matter how much sentiment may be aroused, it must act upon rational lines. A few men of good standing who have thought things out to a conclusion and can marshal the facts and the reasons in ways which appeal to public sentiment, and who know how to enable public sentiment to have its way are of more moment in the educational affairs of a great city, than thousands of indignant and unorganized men who do not know just what they want and do not see how to get something which will be of advantage to them.

Educational Laws.

It may be said with conservatism that the following principles must be asserted, must be enforceable by law before the educational rights of the people can have any promise of being satisfied:

1. The Board of Education must be small in numbers and the members must not be chosen by or for a district of the city, but must represent all the people and every educational interest of the city.

2. There must be a complete separation of legislative and executive functions. The board must have legislative powers only. Its functions should be discharged by passing resolutions to be entered in full upon its published journal. It must have no appointments, at least it must not have the initiative concerning any appointments beyond its clerk and the



BY ANDREW S. DRAPER, STATE SCHOOL COMMISSIONER, NEW YORK.

heads of business and instructional departments.

3. The actual doing of things must be left to executive officers. At least two executive departments are necessary, one to manage the business affairs and the others the instruction. The two must be sharply separated. These two departments must each have a strong and experienced man at its head, and he must have free and ample powers and must be held responsible.

4. The head of the business department must be charged with the appointment of all clerks, janitors, and employes, with the care of all property, and with the making and execution of all contracts. He should have nothing to do with passing resolutions and the board nothing to do with executing them. His term of office should be a long one and the law should amply protect him.

5. The superintendent of instruction should be chosen for his learning, his special knowledge of good pedagogy, his intellectual forcefulness, his steadiness, his rational outlook and sense of justice, his good nature and stout backbone, his experience in administration, his gifts for construction and his ability to make himself the best representative and exponent of common school interests of a cosmopolitan community.

6. The superintendent of instruction may have his status fixed by law and not left to the caprice of a board.

He must have a definite and long tenure of office, with free powers and full accountability. The members of the board must know that they are not expected to have his expert knowledge or wide experience, and that they are not to appoint or meddle with or redress the grievances or aid the personal interests of teachers. If they are not large-minded enough to help him make his success possible they are to be prohibited by law from doing things which must humiliate and in the end overthrow him.

7. The superintendent of instruction is to be charged with building up a competent, right-spirited, enthusiastic teaching force. If there is a bad spirit or worthless teaching in any public schoolroom in the city, he must be made to answer for it. To enable him to bear this responsibility, I think he should have the absolute power to appoint, assign to work and remove teachers.

Removal of Teachers.

A teacher, no matter how unfit, who has not committed some overt act positively criminal or immoral, can never be removed when it is left to the affirmative action of a board. No one finds pleasure in removing a teacher, but when one experienced man must take the matter upon his conscience and answer to the high interests that are at stake he will let judgment and conscience have their way.

8. There must be recognition of artistic teaching in all the lower as well as in the upper grades. There must be promotion on the basis of merit. Self-respecting independence must be encouraged. There must be opportunity for the play of individual genius through freedom in the teaching. The point of equipoise between individualism and safe general results must be found. Self-seeking must be repelled and self-improvement exacted. There must be a leadership which commands respect and carries the whole mass into the very heart of a community's regard.

9. There must be publicity about all that is done. The purposes and the plans for attaining them must be published and declared. For example, the superintendent will make no appointment unless fixed standards of intellectual qualifications are reached. He must also exact pedagogical training.

Training of Teachers.

A city which would have a school system of marked excellence must be training teachers for its own service. This much must precede a trial; then a continuing appointment must await upon proved success. It must all be explained again and again. It must all be kept in print ready for convenient distribution. The system must have policies of its own and be assertive, even aggressive about them. Of course its policies must be open and above board, and it must adhere to them without any exceptions. There are men who think that published policies are only to throw dust in the eyes of the public; that there are to be secret passages and dark-lantern processes to gain selfish ends. If there are any, the whole system will know it, and the whole enterprise will be stranded. If there is complete integrity about it, the teaching will have new life in it and the spirit of the force will rise with a bound.

10. The city must treat its teachers with full justice. It must not provoke movements for self-protection among the teachers. It must leave no excuse for organizations to increase pay and control the policies of the officers of the system. Organizations for self-improvement are all right; organizations for selfish ends are all wrong. There should be no just ground for them, and where there is none, they should not be allowed. All these things are earmarks of the soundness or of the decrepitude of a school system.

Corsicana, Tex. The school board has decided that it will give no heed to a petition from patrons of the schools asking that the reading of the Bible be dispensed with. The board directed that the Scripture reading be done each morning directly after the opening, and that there should be no comment upon what was read.



Rahway, N. J. The board of education recently voted to raise the salary of Supt. E. C. Brooks. Supt. Brooks, however, declined the increase and asked that the board raise the pay of the teachers as he considered that they were more entitled to consideration than he was.

Harrisburg, Pa. A system of punishment has been established in the high school patterned after a similar system used in the several cities. Whenever a pupil has committed an offence, he will be required to state in writing, on a card provided for that purpose, the exact nature of the offence, and sign his name to it. The card will then be sent to the principal's office and filed there. The system will abolish the practice of permitting the teacher to give demerits. The principal will do this and after a certain number have been charged to a pupil suspend him. The misunderstandings between parents and teachers will be eliminated as the parent will be invited to examine the cards signed by the pupil.

San Francisco, Cal. The monthly standing of the pupils, will in the future be based upon a combination of their oral recitations and written work. The present practice of basing the monthly standing upon the result of a single written examination has been disapproved by the superintendent of schools.

Elizabeth, N. J. Wm. J. Shearer has been re-elected superintendent of schools for three years. He was first elected for one year, then three years, then for a term of seven years and six months.

New Hampshire. Henry C. Morrison, superintendent of schools in Portsmouth, will succeed Channing Folsom of Dover as State Superintendent of Public Instruction.

Supt. Wm. H. Langdon of San Francisco was sent by his board last month to inspect the schools of New York and Boston.

West Des Moines, Ia. S. M. Sheakley has retired from the superintendency to engage in the insurance business. W. O. Riddell succeeds him.

New York City. The course of study has been slightly modified by taking forty minutes a week from drawing and constructive work and adding the time gained to study periods and unassigned time. This will give the teachers more time to drill their classes in subjects in which they are weak.

Scranton, Pa. The Teachers' committee has requested the male teachers in the city schools to refrain from smoking on the streets. This was found necessary, because many of the pupils when rebuked for smoking, answered that there could be little harm, since their teachers smoked.

Cincinnati, Ohio. The tuition fee for non-resident high school students has been fixed at \$50 per year.

Westfield, Mass. The school committee has instructed the superintendent of schools to employ a special teacher, who will give her whole attention to backward children.

Burlington, Ia. The president of the school board recently instituted an investigation of the cost of school books and supplies, for the purpose of determining whether the burden of buying books and supplies could not be reduced. Four persons were intrusted with the work of making the estimates, and everything which

the parents are required to buy even to pens and pencils was included. The investigators found that it takes the average child eight years to pass through the common schools. The total expense incurred during this time was estimated at \$21 or an average of \$2.63 per year.

San Francisco, Cal. The board of education has fixed the summer vacation for next year at a period later than in past years, in order to permit many pupils to work in the canneries and at fruit picking.

Greater New York. By making five year contracts instead of one, the board expects to save \$40,000 annually on school books. It spends now about \$500,000 a year for text books.

New York City. At the end of each school year a personal estimate of each child's character is made by the teacher and given to the principal. The principal preserves these records and sends them to the child's parents upon his or her graduation so that parents may learn other views of their children, besides their parental views.

Chicago, Ill. The School Board recently rescinded its rule of requiring every applicant for teacher to have a Chicago Normal School diploma. This action was taken on account of the scarcity of teachers, and now all graduates of good normal standing coming from any good college or university are accepted.

Paducah, Ky. The following was adopted by the Board of Education: "The schools shall be opened daily by reading a small portion of the Bible, without note or comment, or by the reading or reciting of any brief moral lesson, or by singing. Provided, however, that any pupil whose parent or guardian shall object to the same from conscientious scruples, shall be excused from joining in the opening exercises."

Buffalo, N. Y. Medical inspection of the schools has been put in operation by the Public Health association. The schools for inspection are selected with reference to the geographic distribution of contagious diseases in the city.

Peoria, Ill. The board has decided that janitors must in the future obtain permission from the building committee to employ extra help or purchase supplies for their buildings. Expenditures amounting to \$5 and over must have the sanction of at least two members of a committee.

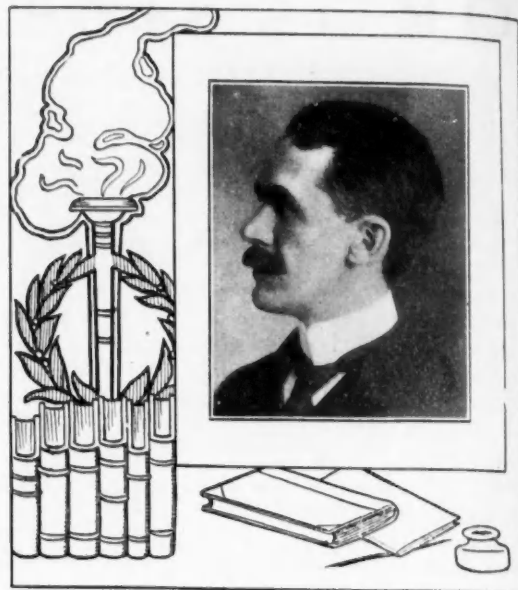
Chicago. The board has taken steps to regulate the speed of the street cars passing the school houses.

Reading, Pa. The press is making efforts to prevent saloonkeepers from securing membership on the local school board. One saloonkeeper now serves as a member.

Anent cooking schools a Southern writer says:

No girl is too rich to 'know how to cook and sew. Such accomplishments ought to be highly regarded rather than viewed with contemptuous indifference. A household without a well-conducted kitchen is in a bad way to begin with. As between a luxurious drawing room and an efficient cooking department, the latter has the more substantial worth. There is no reason why a home should not contain both, but the queen of the household should be able to reign in both. A man with a good kitchen behind him will be a good-natured, faithful, and patriotic—a good all around citizen. A soggy biscuit or a poorly cooked steak breeds anarchy, despair and insanity.

Muskegon, Mich. The Superior Manufacturing Co. has recent orders for school desks as follows: Kalamazoo, Mich, 100; South Bend, 1000; Farmington, Va., 2000; Denver, Colo., 3000.



HON. HENRY C. MORRISON,
State Superintendent-Elect.
NEW HAMPSHIRE.

STATE AND TERRITORIAL SUPERINTENDENTS.

United States.....	William T. Harris.
Alabama.....	Isaac W. Hill.
Arizona.....	R. L. Long.
Arkansas.....	J. H. Hinemon.
California.....	Thomas J. Kirk.
Colorado.....	Mrs. H. L. Grenfell.
Connecticut.....	C. D. Hine.
Delaware.....	P. B. Warman, Jr.
Dist. of Columbia.....	A. T. Stuart.
Florida.....	W. N. Sheats.
Georgia.....	W. B. Merritt.
Idaho.....	Miss May L. Scott.
Illinois.....	Alfred Bayliss.
Indiana.....	F. A. Cotton.
Indian Ter.....	John D. Benedict.
Iowa.....	J. F. Riggs.
Kansas.....	I. L. Dayhoff.
Kentucky.....	J. H. Fuqua.
Louisiana.....	J. V. Calhoun.
Maine.....	W. W. Stetson.
Maryland.....	M. Bates Stephens.
Massachusetts.....	Geo. H. Martia.
Michigan.....	P. H. Kelley.
Minnesota.....	J. W. Olsen.
Mississippi.....	H. L. Whitfield.
Missouri.....	W. T. Carrington.
Montana.....	W. W. Welch.
Nebraska.....	J. L. McBrien.
Nevada.....	Orvis Ring.
New Hampshire.....	Henry C. Morrison.
New Jersey.....	Charles J. Baxter.
New Mexico.....	J. Franco Chavez.
New York.....	A. S. Draper.
North Carolina.....	J. Y. Joyner.
North Dakota.....	W. L. Stockwell.
Ohio.....	Edmond A. Jones.
Oklahoma.....	L. W. Baxter.
Oregon.....	J. H. Ackerman.
Pennsylvania.....	Nathan C. Schaeffer.
Rhode Island.....	Thos. B. Stockwell.
South Carolina.....	O. B. Martin.
South Dakota.....	G. W. Nash.
Tennessee.....	M. C. Fitzpatrick.
Texas.....	R. B. Cousins.
Utah.....	A. C. Nelson.
Vermont.....	Walter E. Ranger.
Virginia.....	Jos. W. Southall.
Washington.....	R. B. Bryan.
West Virginia.....	Thos. C. Miller.
Wisconsin.....	C. P. Cary.
Wyoming.....	Thos. T. Tynan.
Alaska.....	Sheldon Jackson.
Hawaii.....	A. T. Atkinson.
Philippine Islands.....	Elmer B. Bryan.

A GREAT KINDERGARTEN EXHIBIT.

The Milton-Bradley Co. and The Thomas Charles Co.

The position which the Milton Bradley Company takes in the American educational life, in that it is the leading kindergarten publishing and supply house, is well sustained in its exhibit presented at the World's Fair.

We have long come to realize that the educational interests of the land receive an impetus from factors outside of the schoolroom. While the commercial spirit may seek out better authorship, prompt the publication of a better book or the manufacture of a better schoolroom device, we cannot overlook its ultimate beneficent effect upon the educational progress. In the nature of these things we are apt to look upon this impetus given to education as the mere promptings of commercial enterprise, and hence incidental only to the general effort in the cause of education.

But it is not claiming too much to say that in the wake of this commercial spirit has followed the laudable ambition to excel, the hope of meriting recognition and the desire to add to the educational effort of the land. The publisher who has sought the production of a better text-book than those now in use, or the manufacturer who has produced a utilitarian schoolroom device is also actuated by a pride in being a contributor to general educational advancement as he is by a desire to succeed financially. Thus it is not all commercialism; and to that part of his effort which springs from lofty and unselfish motives we must pay tribute to the educational publisher and the manufacturer of schoolroom devices.

The Milton Bradley Company and its western branch, the Thomas Charles Company, have rendered an incalculable service to the development and growth of kindergarten education in the United States. They have made it a life's mission to create and promote the use of best in all the methods and aids of the modern kindergarten.

Thus, the exhibit they have presented at the St. Louis World's Fair cannot be regarded as a mere collection of kindergarten paraphernalia, but must be considered as a representative of the modern aids to progressive kindergarten training in America. The exhibit, with its manifold devices, its bright and variegated materials, its text-books on up-to-date methods, and finally its products from the kindergarten classes, presents a study which cannot fail in its interests and instructiveness to the student of American education from whatever country he may hail.

While the exhibit is more strictly speaking that of the Milton Bradley Company, it was installed by the Thomas Charles Company of Chicago, the northwestern agents of the firm. All the Bradley educational material, including the Standard Water Color Paints, which are meet-

ing with much favor wherever used. The picture seen in the background of the booth is that of Mr. Milton Bradley, the founder of the company.

While the Milton Bradley Company display stands out as the only kindergarten exhibit at the World's Fair worthy of attention, it is, at the same time, typical of the position the two companies take in the field of kindergarten education in this country. They stand pre-eminent, not only in the recognition they receive at the hands of the school public, but also in the valuable contribution they have made to the cause of the kindergarten movement in the United States.

The company was awarded a gold medal by the World's Fair judges.

AMONG BOARDS OF EDUCATION.

Chicago. In order to encourage domesticity among girls and at the same time plain dressing in the school, the making of three simple garments will be taught, as follows: Plain white dress of inexpensive material to be worn at school receptions, at the graduation exercises, and on other special occasions connected with school life. Shirt waist dress for warm weather. Dark cloth dress of simple design for winter wear.

St. Paul, Minn. The Board of Education has decided to rearrange the course of studies so that the grade work can be completed in eight years instead of eight and one-half years, as is now required in most instances. To accomplish this the superintendent of schools will simplify the work of the first grade so that it can be done in two semesters instead of three, as at present.

The average enrollment of pupils to each teacher has been fixed at 45. The saving of these changes will net the city nearly \$50,000 per year.

Saginaw, Mich. Manual training in the form of weaving, basketry, paper folding and clay modeling will shortly be introduced in the first four grades of the schools. The work will be correlated with drawing and will be carried on by the regular class teachers under directions of the supervisor of drawing. An appropriation of \$150 has been made to meet the expenses during the current year.

Columbus, Ind. The School Board has decided to require all women teachers to sign an agreement not to get married during the school year.

Boston, Mass. The School Board has adopted a system of signals to warn children on stormy mornings, that there will be no session. The signals apply to primary and grammar schools only.

New Bedford, Mass. The salary of the supervisor of French has been fixed at \$800 per annum, the salaries of the cooking and sewing teachers each at \$700.

Boston, Mass. The Board has begun to issue limited teachers' certificates to qualify persons to teach certain special subjects in the evening elementary schools and educational centers. The certificates apply to interpreters of foreign languages and teachers of dressmaking, millinery, embroidery and practical woodworking.

Chicago. 11,000 pupils are limited to half day studies on account of the limited school house facilities. It is proposed to provide 85 portable school buildings.

Rhode Island. So important is the evil of tardiness in the eyes of the state that it is made one of the complaints for legal action of the truant officer.

Chicago, Ill. The large attendance at all the industrial centers is put forward by Supt. Cooley and the members of the Board of Education as an argument that when school work is made interesting to the children, when parents can measure its value in dollars and cents, truant officers are not necessary.

Elizabeth, N. J. The committee on rules believe that a department known as the Department of Attendance should be established; its officers to have complete control of all matters relating to compulsory attendance in the public schools.

Des Moines, Ia. Supt. S. M. Sheakley has resigned the superintendency of the West Des Moines schools and will devote himself to insurance work.



THOMAS CHARLES,
President
Thomas Charles Co.
Chicago.



WM. W. TAPLEY,
Manager
Milton-Bradley Co.
Springfield, Mass.



WILLIAM T. DIX,
Secy. and Treas.
Thomas Charles Co.
Chicago.



EXHIBIT OF THE MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.,
AND THE THOMAS CHARLES COMPANY, CHICAGO, ILL.,
AT THE ST. LOUIS WORLD'S FAIR.

PRESENT PROBLEMS OF THE SCHOOL



First among these problems is the problem of physical education.

For purposes of training the body directly and the mind indirectly, four agencies are more or less employed in some schools, and should be extensively employed in all schools: play, gymnastics, athletics and manual training. In addition to the physical qualities developed by gymnastics, athletics develops the intellectual qualities of alertness, self-knowledge, executive ability and "presence of mind," or the ability to think effectively in a crisis; and the moral qualities of self-control, self-reliance, courage, endurance, humility in victory, fortitude in defeat and loyalty to ones fellows through working together for a common end. Manual training specifically trains the hand as the executive of the mind; it gives opportunity for self-expression in material forms; it gives facility in the manipulation of the simplest and most generally used tools that have aided man in his ascent from savagery; it cultivates the mental and moral habits of accuracy and truthfulness, and it induces a realization of the dignity of labor.

Without these four forms of physical culture no school is doing its perfect work.

* * *

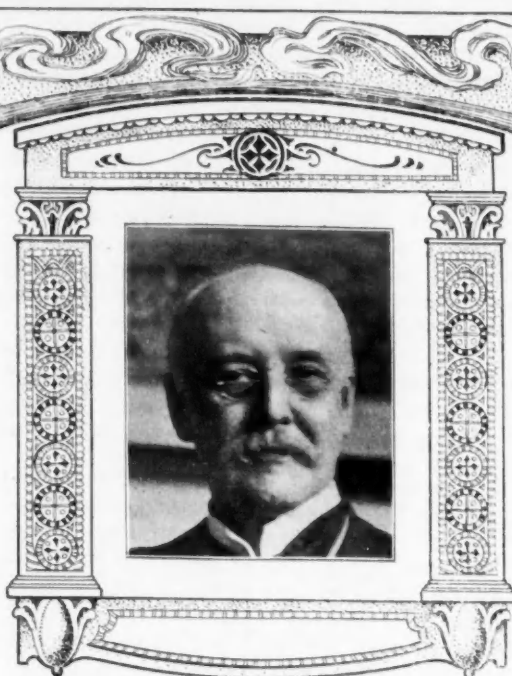
Only in very recent years has the conception of physical education as an essential part of a child's training found its way into educational theory and practice. Hence the people's schools in our large cities are, as a rule, very inadequately equipped for any of the forms of physical education.

A most serious difficulty in the way of providing such equipment is raised by the congestion of population in our large cities, caused partly by constantly increasing immigration and partly by the continuous movement of population from rural to urban life. The result is a deplorable lack of space in which children may play.

A partial solution of the problem is to open the school buildings and yards in the afternoon and evening throughout the school year and during the summer vacation for the purpose of manual training, gymnastics, athletics and free play. Even, however, if every school house in the city were used at all reasonable hours for the purposes of recreation and improvement, the measure would still fall far short of counteracting the tenement house evil.

The tenement house destroys the home; and without the well-ordered home and its influences, the school can accomplish comparatively little. Nothing short of a revolution in the existing tenement house system will restore the life of the poor in the city of New York to something like normal conditions.

And how is this to be accomplished? I answer unhesitatingly that the tenement house, as it has been known in New York City, must be eradicated. The municipality should employ its credit to purchase tracts of unoccupied land upon which to erect model homes for workmen amid pleasant and sanitary surround-



BY WILLIAM H. MAXWELL, SUPERINTENDENT OF SCHOOLS, GREATER NEW YORK.

ings, and rent or sell them at a moderate profit.

To such a scheme the objection will be made that it is rank paternalism. I answer that paternalism is justified when private initiative fails to root out an evil that is sapping the vitality of the nation at its root—the home life of the people.

But there is still another aspect of physical education. Education, whether physical or mental, is seriously retarded if not practically impossible, when the body is improperly or imperfectly nourished. The child of poverty, with body emaciated, blood thin, and nerves on edge, because he has not enough to eat, grows up stunted in body and in mind. What a farce it is to talk of the schools providing equal opportunities for all when there are hundreds of thousands of children in our city schools who cannot learn because they are always hungry. The schools of Paris provide a simple, wholesome midday meal for their hungry children. In many places in the British islands the same thing is being done. Should we do less in the cities of democratic America? In no other way can we be sure that the schools will, as far as education may, provide equal opportunities for all."

In order to obviate the waste of effort, of time and of space involved in the present organization of schools, I suggest the following arrangement:

1. School life, above the kindergarten age, should be divided into two equal periods—the elementary, corresponding to the epoch of youth. Each period would provide for six years of school work—the elementary from 6 to 12, the secondary, from 13 to 18.

2. For economic reasons, inasmuch as children leave school rapidly after they are of age to go to work, the secondary schools should be of two kinds, which might be called the pre-academic and the academic. The pre-academic schools would provide three years of work, from 13 to 15, and would be established at convenient points selected with a view to accommodate the children promoted from the elementary schools. The academic schools which would be comparatively few in number and established only in crowded centers, would



provide another three years of work for youths from 16 to 18.

* * *

Taking up the question of compulsory school attendance and the opposition to this measure in certain parts of the country to overcome which I suggest the following measures:

1. Governmental registration and inspection of all private and parochial schools, to the end that no school may be permitted to exist which does not teach its pupils the English language and the elementary duties of citizenship.

2. The registration of all children in large cities.

3. The education of society to a realizing sense of the necessity on social grounds of a strict enforcement of a reasonable compulsory education law.

* * *

If we are to have schoolhouses properly equipped for the training of the body, as well as the mind, for manual training, play, gymnastics and athletics; if all children are to enjoy their God-given right to education; if schools are to be equipped for scientific as well as literary studies; if salaries are to be paid to teachers that will attract men and women of breeding and refinement to the teaching profession; and if all the teachers are to be thoroughly trained so that they will be models to imitate and persons capable of arousing interest and inspiring effort; if all these things are to be accomplished, it is evident that the sums devoted to education in America, enormous as they are, must be very greatly increased. For effective purposes the revenue of a public school system ought to possess two characteristics: first, it should be ample, and second, it should be stable. It should be sufficiently ample in each community to provide schooling for all children in classes not to exceed 40 to a teacher, and in adequately equipped buildings; to pay teachers reasonable salaries so that they may be able to live in refined surroundings and take advantage of opportunities for self-improvement; and to provide pensions after retirement so that while in active service they may be relieved of anxiety regarding provision for old age. It should not be subject to the whims and caprices of the politicians who control the municipal administration of our large cities. It should not be fluctuating from year to year and thus lead to the establishment of activities one year which must be abandoned for lack of funds the next. The most efficient plan so far devised to avoid these dangers and to secure stability and liberality in the support of public schools, is the fixing by legislative authority of a school tax rate that increases with the increase in the value of property and with the growth of population. If the schools are to meet the demands which society makes upon them, a sufficient school tax must be fixed by law and the proceeds of this tax must be held sacred to the cause of education.



Among the Teachers

SHOULD THE LAW FIX WAGES.

It is expected that the next legislature of the State of Washington may be asked by the State Teachers' Association to pass a law fixing the minimum salary to be paid to teachers at \$60 for holders of first grade certificates, \$55 a month for second grade and \$50 a month for those holding certificates of the third grade. It is held that the wisdom of having the state take arbitrary action in fixing salaries may be questioned. The minimum asked for by the teachers appears reasonable, and perhaps no trained teacher should be asked to work for less, but to invoke the state authority to make such a salary mandatory may create trouble, especially in those districts where the school funds are limited.

What is believed to be the real keynote of the trouble of low salaries is struck in a part of the report of the association, which states that "what is needed is an appreciation on the part of the people that it is the best work and not the cheapest that is wanted in their schools."

WHERE TEACHERS MAY NOT BE SCOLDED.

The School Board of Norristown, Pa., has taken a wise course in forbidding any parent to criticize the teacher in the school room or anywhere else to her (or his) face, except in the presence of the board. To many this may seem an unnecessary provision, but the teachers will welcome it and hope for its enforcement.

One of the most serious conditions which meet a teacher in the public school, says an exchange, is the attitude of the parent toward the school authorities. All mothers are human and they naturally think their children are the smartest going, and if there is any trouble at school the fault is commonly laid directly to the teacher or indirectly because of her failure to prevent others from imposing on her child. What teacher has not had bitter experiences with the parent who comes to school and in the presence of the pupils denounces the methods of instruction, declares that the child is right and that it is either persecuted by the teacher or the latter is incompetent? Such incidents are common enough in the larger cities; in the villages and country schools they are more prevalent.

Indeed, the principal difficulty with which teachers have to contend in matters of discipline is the lack of support at home. If a parent is informed that a child has been derelict in studies or conduct, instead of assuming that this is probably true, the tendency is to stand up for the child as against the teacher, and often to go and tell her so. On the other hand, when children do not act in all respects as they should at home or at school, the parent is apt to think that the public schools are run not only as information factories, but as reformatory institutions, where ethics and morals are to be taught, and this to the exclusion of home training.

The present burdens placed upon teachers are heavier than they can bear with justice to all concerned. That one young woman should be able to care in all respects for forty or fifty restless young spirits, is absurd. The parent who cannot manage one child at home is often amazed that the teacher does not make angels out of two score. Moral suasion has replaced

the rod in most schools, but it has not taken away the duty which parents have toward their children. It will be a relief to one body of teachers to know that they cannot hereafter be "sassed" with impunity.

SELECTION OF HOME TALENT.

A. W. Rankin, state inspector of the Minnesota graded schools, has been one of the most active opponents of the system of "home" teachers, but in his ninth annual report to the state high school board, just submitted, he admits a decided modification of his views. Speaking of the arguments to be advanced in favor of the employment of village girls in the schools of their own towns, the inspector says:

Properly guarded the practice of selecting home girls to teach is beneficial to the schools. The proper safeguards are: To insist on a normal diploma from all applicants and to hire because of fitness to teach and not because of relationship to a member of the board or to a prominent citizen.

It certainly is a great advantage to a teacher to know her pupils personally. If she understands that this girl is not strong physically, that she is over-burdened with the care of younger children at home, or that she has no home advantages in the way of books or papers, the teacher can plan much more wisely for the child's work than she can if she and the child meet as strangers on the opening of school. I do not find that discipline is harder for home teachers. On the contrary, they seem to be more successful in this respect.

The objection mainly urged against the employment of home teachers is that they entrench themselves in politics and cannot be removed if found incompetent. I do not find this to be true. Home teachers can be just as easily dropped as any. An efficient superintendent can, in these days, get rid of a poor teacher. Public sentiment is with him. The trouble is that too many school men are timid and are lacking in frankness.

The advantage in hiring home teachers, so far as graded schools are concerned, is that they are more easily kept year after year. This I count to be of great importance. The trouble lies not in getting rid of poor teachers, but in keeping good ones.

A village knows its own young people. Quite a considerable embarrassment has been occasioned in many of the graded schools by the conduct of teachers outside of the school. The teacher may ally herself to the wrong group. Instead of wise counsel being given, reckless gossip is provoked and the teacher's influence is gone. Home girls can be more carefully selected and are not so liable to mistakes in social matters. If they have been away at a normal school for two or more years there is no more danger of their becoming narrow at home than elsewhere.

GIVE REQUIREMENTS FOR TEACHER.

The most important requirements for the modern teacher, as gleaned from a score of addresses delivered at recent educational gatherings, are as follows:

Must be human.

Must be a good "mixer" in the polite usage of the term.

Must be able to dance, play games and other games enjoyed by the children which he lives.

Must be a church member.

Must be magnetic.

Must take an active interest in the welfare of the city, ward, village, or town in which he is employed.

Must go into society and make himself popular in the community.

Must keep in touch with twigs of life.

Must understand the child and the good graces of the parent.

Must be dignified and command obedience in the schoolroom.

Must get out of the beaten track.

Spokane, Wash. It is proposed by way of a salary increase, to give every month in the year.

Vermont. Senator Redfield proposed \$10,000 in cash and a \$10,000 as a home for indigent teachers.

Sandy Hill, N. Y. A dance, arranged for the entertainment of the hundred teachers attending the institute in Otsego County, was held without owing to orders issued by Charles of Albany, conductor of the in the dancing teachers dancing.

Pierre, S. D. One of the peculiarities in the figures on teachers' salaries by the state educational department is that while twenty fewer teachers were in the state for 1903 than for 1902, the amount paid for teachers was more than \$100,000 greater. This indicates that the policy of cutting schools is being carried out over the state that teachers' wages are being cut. Several counties are announcing each year having trouble to secure teachers. I find no such trouble at all. This is generally located in the different pay and it is forcing the wages all over the state.

Allegheny, Pa. The teachers' strike for the purpose of securing better pay of the circulars sets forth figures in the past 15 years the value of Allegheny has increased almost 100% and that wages and salaries in other professions have advanced in proportion except the salary of the teachers. They contend, are three times as 15 years ago, when salaries were as to-day. Comparative figures of the exception of Pittsburgh, Allegheny teachers less than any big city.

San Francisco, Cal. A decision recently by Judge Hebbard in mandamus of Laura T. Fowler, Board of Education of San Francisco, compelling the latter to reinstate Miss Fowler in the position of principal, to pay her salary amounting to over \$12,000 a year. June 30, 1899, without giving notice, Miss Fowler was degraded from the position of principal of the San Francisco School, at a salary of \$2000 a year, placed upon the unassigned list of teachers without pay. Action in the

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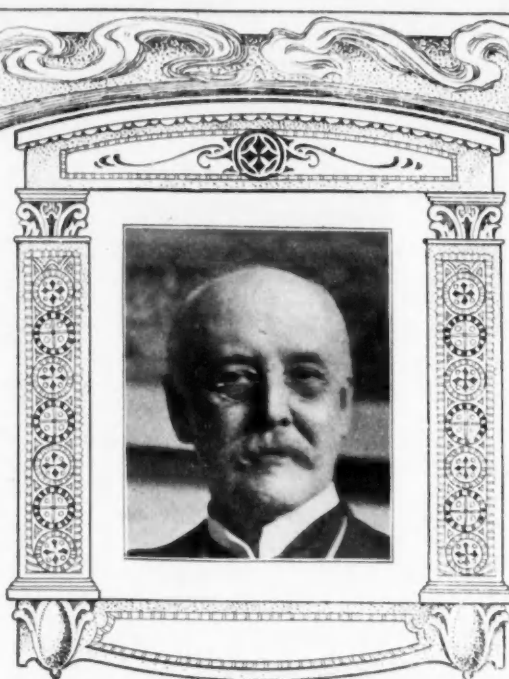
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A most serious difficulty in the way of providing such equipment is raised by the congestion of population in our large cities, caused partly by constantly increasing immigration and partly by the continuous movement of population from rural to urban life. The result is a deplorable lack of space in which children may play.

A partial solution of the problem is to open the school buildings and yards in the afternoon and evening throughout the school year and during the summer vacation for the purpose of manual training, gymnastics, athletics and free play. Even, however, if every school house in the city were used at all reasonable hours for the purposes of recreation and improvement, the measure would still fall far short of counteracting the tenement house evil.

The tenement house destroys the home; and without the well-ordered home and its influences, the school can accomplish comparatively little. Nothing short of a revolution in the existing tenement house system will restore the life of the poor in the city of New York to something like normal conditions.

And how is this to be accomplished? I answer unhesitatingly that the tenement house, as it has been known in New York City, must be eradicated. The municipality should employ its credit to purchase tracts of unoccupied land upon which to erect model homes for workingmen amid pleasant and sanitary surround-



BY WILLIAM H. MAXWELL, SUPERINTENDENT OF SCHOOLS, GREATER NEW YORK.

ings, and rent or sell them at a moderate profit.

To such a scheme the objection will be made that it is rank paternalism. I answer that paternalism is justified when private initiative fails to root out an evil that is sapping the vitality of the nation at its root—the home life of the people.

But there is still another aspect of physical education. Education, whether physical or mental, is seriously retarded if not practically impossible, when the body is improperly or imperfectly nourished. The child of poverty, with body emaciated, blood thin, and nerves on edge, because he has not enough to eat, grows up stunted in body and in mind. What a farce it is to talk of the schools providing equal opportunities for all when there are hundreds of thousands of children in our city schools who cannot learn because they are always hungry. The schools of Paris provide a simple, wholesome midday meal for their hungry children. In many places in the British islands the same thing is being done. Should we do less in the cities of democratic America? In no other way can we be sure that the schools will, as far as education may, provide equal opportunities for all.

In order to obviate the waste of effort, of time and of space involved in the present organization of schools, I suggest the following arrangement:

1. School life, above the kindergarten age, should be divided into two equal periods—the elementary, corresponding to the epoch of youth. Each period would provide for six years of school work—the elementary from 6 to 12, the secondary, from 13 to 18.

2. For economic reasons, inasmuch as children leave school rapidly after they are of age to go to work, the secondary schools should be of two kinds, which might be called the pre-academic and the academic. The pre-academic schools would provide three years of work, from 13 to 15, and would be established at convenient points selected with a view to accommodate the children promoted from the elementary schools. The academic schools which would be comparatively few in number and established only in crowded centers, would

provide another three years of work for youths from 16 to 18.

* * *

Taking up the question of compulsory school attendance and the opposition to this measure in certain parts of the country to overcome which I suggest the following measures:

1. Governmental registration and inspection of all private and parochial schools, to the end that no school may be permitted to exist which does not teach its pupils the English language and the elementary duties of citizenship.

2. The registration of all children in large cities.

3. The education of society to a realizing sense of the necessity on social grounds of a strict enforcement of a reasonable compulsory education law.

* * *

If we are to have schoolhouses properly equipped for the training of the body, as well as the mind, for manual training, play, gymnastics and athletics; if all children are to enjoy their God-given right to education; if schools are to be equipped for scientific as well as literary studies; if salaries are to be paid to teachers that will attract men and women of breeding and refinement to the teaching profession; and if all the teachers are to be thoroughly trained so that they will be models to imitate and persons capable of arousing interest and inspiring effort; if all these things are to be accomplished, it is evident that the sums devoted to education in America, enormous as they are, must be very greatly increased. For effective purposes the revenue of a public school system ought to possess two characteristics: first, it should be ample, and second, it should be stable. It should be sufficiently ample in each community to provide schooling for all children in classes not to exceed 40 to a teacher, and in adequately equipped buildings; to pay teachers reasonable salaries so that they may be able to live in refined surroundings and take advantage of opportunities for self-improvement; and to provide pensions after retirement so that while in active service they may be relieved of anxiety regarding provision for old age. It should not be subject to the whims and caprices of the politicians who control the municipal administration of our large cities. It should not be fluctuating from year to year and thus lead to the establishment of activities one year which must be abandoned for lack of funds the next. The most efficient plan so far devised to avoid these dangers and to secure stability and liberality in the support of public schools, is the fixing by legislative authority of a school tax rate that increases with the increase in the value of property and with the growth of population. If the schools are to meet the demands which society makes upon them, a sufficient school tax must be fixed by law and the proceeds of this tax must be held sacred to the cause of education.



Among the Teachers



SHOULD THE LAW FIX WAGES.

It is expected that the next legislature of the State of Washington may be asked by the State Teachers' Association to pass a law fixing the minimum salary to be paid to teachers at \$60 for holders of first grade certificates, \$55 a month for second grade and \$50 a month for those holding certificates of the third grade. It is held that the wisdom of having the state take arbitrary action in fixing salaries may be questioned. The minimum asked for by the teachers appears reasonable, and perhaps no trained teacher should be asked to work for less, but to invoke the state authority to make such a salary mandatory may create trouble, especially in those districts where the school funds are limited.

What is believed to be the real keynote of the trouble of low salaries is struck in a part of the report of the association, which states that "what is needed is an appreciation on the part of the people that it is the best work and not the cheapest that is wanted in their schools."

WHERE TEACHERS MAY NOT BE SCOLDED.

The School Board of Norristown, Pa., has taken a wise course in forbidding any parent to criticise the teacher in the school room or anywhere else to her (or his) face, except in the presence of the board. To many this may seem an unnecessary provision, but the teachers will welcome it and hope for its enforcement.

One of the most serious conditions which meet a teacher in the public school, says an exchange, is the attitude of the parent toward the school authorities. All mothers are human and they naturally think their children are the smartest going, and if there is any trouble at school the fault is commonly laid directly to the teacher or indirectly because of her failure to prevent others from imposing on her child. What teacher has not had bitter experiences with the parent who comes to school and in the presence of the pupils denounces the methods of instruction, declares that the child is right and that it is either persecuted by the teacher or the latter is incompetent? Such incidents are common enough in the larger cities; in the villages and country schools they are more prevalent.

Indeed, the principal difficulty with which teachers have to contend in matters of discipline is the lack of support at home. If a parent is informed that a child has been derelict in studies or conduct, instead of assuming that this is probably true, the tendency is to stand up for the child as against the teacher, and often to go and tell her so. On the other hand, when children do not act in all respects as they should at home or at school, the parent is apt to think that the public schools are run not only as information factories, but as reformatory institutions, where ethics and morals are to be taught, and this to the exclusion of home training.

The present burdens placed upon teachers are heavier than they can bear with justice to all concerned. That one young woman should be able to care in all respects for forty or fifty restless young spirits, is absurd. The parent who cannot manage one child at home is often amazed that the teacher does not make angels out of two score. Moral suasion has replaced

the rod in most schools, but it has not taken away the duty which parents have toward their children. It will be a relief to one body of teachers to know that they cannot hereafter be "sassed" with impunity.

SELECTION OF HOME TALENT.

A. W. Rankin, state inspector of the Minnesota graded schools, has been one of the most active opponents of the system of "home" teachers, but in his ninth annual report to the state high school board, just submitted, he admits a decided modification of his views. Speaking of the arguments to be advanced in favor of the employment of village girls in the schools of their own towns, the inspector says:

Properly guarded the practice of selecting home girls to teach is beneficial to the schools. The proper safeguards are: To insist on a normal diploma from all applicants and to hire because of fitness to teach and not because of relationship to a member of the board or to a prominent citizen.

It certainly is a great advantage to a teacher to know her pupils personally. If she understands that this girl is not strong physically, that she is over-burdened with the care of younger children at home, or that she has no home advantages in the way of books or papers, the teacher can plan much more wisely for the child's work than she can if she and the child meet as strangers on the opening of school. I do not find that discipline is harder for home teachers. On the contrary, they seem to be more successful in this respect.

The objection mainly urged against the employment of home teachers is that they entrench themselves in politics and cannot be removed if found incompetent. I do not find this to be true. Home teachers can be just as easily dropped as any. An efficient superintendent can, in these days, get rid of a poor teacher. Public sentiment is with him. The trouble is that too many school men are timid and are lacking in frankness.

The advantage in hiring home teachers, so far as graded schools are concerned, is that they are more easily kept year after year. This I count to be of great importance. The trouble lies not in getting rid of poor teachers, but in keeping good ones.

A village knows its own young people. Quite a considerable embarrassment has been occasioned in many of the graded schools by the conduct of teachers outside of the school. The teacher may ally herself to the wrong group. Instead of wise counsel being given, reckless gossip is provoked and the teacher's influence is gone. Home girls can be more carefully selected and are not so liable to mistakes in social matters. If they have been away at a normal school for two or more years there is no more danger of their becoming narrow at home than elsewhere.

GIVE REQUIREMENTS FOR TEACHER.

The most important requirements for the modern teacher, as gleaned from a score of addresses delivered at recent educational gatherings, are as follows:

Must be human.
Must be a good "mixer" in the polite usage of the term.

Must be able to dance, play pool, billiards, and other games enjoyed by the community in which he lives.

Must be a church member.

Must be magnetic.

Must take an active interest in civics and the welfare of the city, ward, village, or town in which he is employed.

Must go into society and make himself popular in the community.

Must keep in touch with twentieth century life.

Must understand the child and get into the good graces of the parent.

Must be dignified and command respect and obedience in the schoolroom.

Must get out of the beaten tracks.

Spokane, Wash. It is proposed by the board, by way of a salary increase, to pay teachers for every month in the year.

Vermont. Senator Redfield Proctor has offered \$10,000 in cash and a \$10,000 homestead as a home for indigent teachers.

Sandy Hill, N. Y. A dance, which had been arranged for the entertainment of the two hundred teachers attending the institute of Washington County, was held without the teachers, owing to orders issued by Charles A. Shaver, of Albany, conductor of the institute, forbidding the teachers dancing.

Pierre, S. D. One of the peculiarities noted in the figures on teachers' statistics, compiled by the state educational department, is the fact that while twenty fewer teachers were employed in the state for 1903 than for the preceding year, the amount paid for teachers' wages was more than \$100,000 greater. These figures indicate that the policy of centralization of schools is being carried out over the state, and that teachers' wages are being advanced. Many counties are announcing each year that they are having trouble to secure teachers, while others find no such trouble at all. The difference can generally be located in the difference in monthly pay and it is forcing the wages of teachers up all over the state.

Allegheny, Pa. The teachers have organized for the purpose of securing better salaries. One of the circulars sets forth figures to show that in the past 15 years the value of property in Allegheny has increased almost 100 per cent. and that wages and salaries in all trades and professions have advanced in proportion, except the salary of the teacher. Living expenses, they contend, are three times as great as 15 years ago, when salaries were the same as to-day. Comparative figures show that, with the exception of Pittsburg, Allegheny pays its teachers less than any big city in the country.

San Francisco, Cal. A decision was rendered recently by Judge Hebbard in the proceedings in mandamus of Laura T. Fowler against the Board of Education of San Francisco, compelling the latter to reinstate Miss Fowler in the position of principal, to pay her arrearages of salary amounting to over \$12,000 and costs. On June 30, 1899, without giving her any explanation, Miss Fowler was degraded from the position of principal of the San Francisco Normal School, at a salary of \$200 per month, and placed upon the unassigned list of school teachers without pay. Action in mandamus followed.

THE AMERICAN School Board Journal

DEVOTED TO

School Boards, School Officials and Teachers.

WM. GEO. BRUCE, - Editor and Publisher.

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SUPERINTENDENTS' MEETING.

The Department of Superintendence will meet at Milwaukee, Tuesday, Wednesday, and Thursday, February 28, March 1 and 2. The headquarters will be at the Plankinton House.

For information regarding hotel rates, etc., etc., address Wm. Geo. Bruce, Milwaukee, Wis.

PURCHASE OF SCHOOL SITES.

The stories of corruption and boodle which grow out of the purchase of building sites for school purposes lead to the thought that one great reform at least is still to be brought about through the instrumentality of School Boards.

The method usually employed by which a School Board or city council negotiates for the purchase of a piece of land upon which to place a schoolhouse gives opportunity to gross corruption. It is attended with pulling and hauling between citizens, politicians and real estate men, with the frequent result that, either the site is not the most suitable that could be obtained, or that the price paid is an exorbitant one.

The most direct, practical and economical method which experience has taught, is found in the employment of condemnation proceedings. By this method the school authorities may designate the piece of land most desirable, the court will appoint the appraisers and the community will pay the right price for the property and no more, with no "go between" or grafters to deal with.

The Board of Education of Greater New York inaugurated this plan two years ago, and has already saved enough money on the sites purchased since then to pay the cost of several substantial schoolhouses.

In some states the legal proceedings condemning the land for school purposes may be cumbersome and slow. If so, the school authorities in such states should strive to bring about such modifications in the laws as will enable the acquirement of a complete title of property within thirty or sixty days after beginning the proceedings.

SALARIED SCHOOL BOARDS.

The labors performed by the members of a Board of Education are of a character which do not readily permit the granting of a salary. It is true, that such labors require time and energy and that many men are obliged to make sacrifices of a business, professional or social nature in order to comply with them.

On the other hand, it must be admitted that no public function of any character involves

the general welfare of a community more vitally and brings into play the element of public spirit and patriotism more fully, than the duties of a school officer.

As a rule the duties of a School Board member are such as may be performed outside of regular business hours. Meetings, whether held by committees or by the full board, are usually set of an evening hour when no other duties may demand the attention of its members.

Thus the demand for a salary is not well grounded and seems particularly mercenary when it is remembered that every citizen should contribute a share of his time to the cause of popular education.

A Cleveland newspaper recently dwelled upon the difficulty of securing good men to serve on the Board of Education. It says: "A new difficulty has arisen in the discovery that, whether through oversight or intention is left to conjecture, no provision was made in the new code for the payment of members. What the result of this might have been, had the evident intent of some of the influences back of the code not been frustrated by the present Cleveland school council, can be inferred from past experience. In the bad past, when the Cleveland schools were governed by an unpaid Board of Education elected by wards and when 'graft' was notorious, a member who was well known to have made his unpaid position profitable to him in many ways, boldly defended his actions. 'My time is money in my business,' he said. 'I can't afford to work for nothing. If I give much of my time to school affairs I am entitled to pay for it. If the law does not allow me pay I must get it other ways, and,' he added, with emphasis, 'you bet I get it, all right.'

This speaks badly for the citizenship of Cleveland and we trust that the instances given are not applicable to all the men of that, otherwise, progressive city. Under an elective system in a city as large as Cleveland the most undesirable candidate is ever present. He will spend money to secure an election in the hope that in some manner it may be returned to him with interest after he is elected. This should not deter the worthy citizen, however, to permit the use of his name as a candidate, and rely upon the judgment of the voters for a proper verdict. To decline upon the plea that the office of School Board members carries no emoluments or pays no salary is calculating and selfish.

The membership in a Board of Education carries with it an honor and a consciousness of performing great service to the state which is not attached to any other municipal office. The consciousness of having helped the rising generation is its own compensation.

THE SCHOOLMASTER IN POLITICS.

A recent newspaper editorial calls attention to the fact that in recent years the schoolmaster's scope has been widened, that greater recognition is being extended to him in both the social and political life of the nation.

Elihu Root, George B. Cortelyou, Andrew D. White, Seth Low and J. G. Shurman are pointed out as examples of schoolmasters who have come into name and fame. Dr. Nicholas Murray Butler was discussed as being an available candidate for governor of New York.

The proof submitted will hardly sustain the argument. Men like Elihu Root, who is a lawyer, or Cortelyou, who found recognition as a stenographer and clerk, merely engaged in early life in the work of teaching as a stepping stone to a regular profession. Andrew D. White and Seth Low are men of great wealth and high social connections, who received their first political recognition after they had already reached the highest rung in the educational ladder.

The real, everyday schoolmaster, however, does not receive political distinction. In fact, he must avoid all connections and activities which lead to political preferment in order to hold his standing as a schoolmaster.

IMMIGRATION AND SCHOOLS.

The latest Scandinavian immigrant breathes the same air that animated the earliest Pilgrim father. Did the Pilgrim father, as soon as he had planted a crop, establish a school? So does the Scandinavian immigrant, says a Chicago editor.

Traverse the prairies of Minnesota. The farmhouses are small and frail. They are also at great distances from one another. You pity a region so devoid of all the facilities of civilization. Then you climb a knoll and just before you stands an immense brick high school. Sometimes that brick high school is so large that it could seat all the inhabitants of the county. Yet the taxpayers can hardly talk English.

The percentage of illiteracy, so says the federal census department, is smaller among the children of immigrants than among the children of native Americans. The cause is the lack of schools among the "poor"—but pure—"whites" in the south. The immigrant usually settles in the north and his children learn at once to read and write. Already those children are giving Chicago some of its ablest public men. The native capacity was there. It needed only the school. It was sound human stuff. It needed only the education which, in its old surroundings, it could not get.

When you fear the immigrant, look at the school. And look at the immigrant's children flocking into that school—even during vacation time—with an eagerness never exceeded even in the heroic age of old New England.

But it is not only that the school gives us knowledge. It is not only that the school prevents talent from remaining ignorant and therefore wasted. That is good. It gives the country which has it a great advantage over the country in which the only talent that reaches efficiency is the talent that is born with wealth. A democratic system of education is a great winnowing fan laying bare every grain of talent, from one side of the country to the other.



High School favors em

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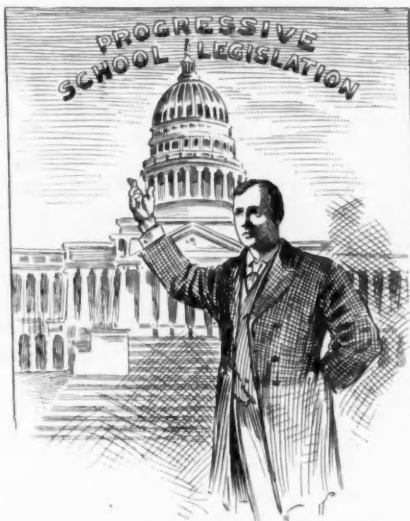
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High School Inspector Rankin of Minnesota favors employment of home talent in the schools.



State Supt. Olsen of Minnesota will urge non-partisan school elections, etc., etc.



The Cleveland public looking into the personnel of of the newly elected School Board.

Could anything be more important than this? Yes, one thing. Democracy.

That our democratic system of education produces talent for the use of the country is a blessing for which we have given thanks on many a battlefield, where our privates were generals, and in many an industrial struggle, where our office boys grew into financiers. Yet, after all, the greatest blessing about our democratic system of education is that it is democratic.

We move together. We have learned to know each other. We have studied the same things. We have acquired the same ideals. We have the same background. We shall have the same future.

In a large, modern city, however, the rich and the poor begin to settle in separate districts. Shall the rich boy then go to one school and the poor to another and both fail to get a complete view of life? Here is a problem.

Fortunately the American school system continually demonstrates its power of meeting new conditions. It expands with need. In our large cities the schoolhouses are being used as people's clubhouses, for lectures, classes, concerts, plays, and parties, in neighborhoods in which the facilities for such things are few and meager. No development could be more in harmony with the vital principle of American

can democratic education, which is that everybody shall have, as far as possible, every advantage.

The school is our foundation. It will grow not only stronger, but wider every year. And the foundation of the foundation will always be democracy.

COMPETENT SCHOOL BOARDS.

The contest in the State of Ohio by which the entire school system of the state as far as it applies to cities is changed, has brought forth some apt expressions on the quality and character of School Board members.

One editor speaks out as follows:

A School Board is a body of men, selected by the people to look after matters pertaining to the schools. The whole people could not attend to the employment of teachers, the proper sanitation of the buildings, the lighting and heating of the rooms, the purchase of the books, etc., and so they have a board composed of seven men, whom they select to act in their stead.

If a man were employing some one to look after such things for him individually, he would get a good man—one who was sober and honest and intelligent. He would want a man who would attend to the matters when they should be attended to, and not put them off.

He would not employ a man who would go to the store and buy books at an exorbitant price and get a rake-off. He would not listen to the application of a man who had some incompetent relatives he knew would be worked into positions. He could not be induced to hire a man who did not understand the first principles of the importance of a school.

Another puts it as follows:

It would ordinarily appear that a candidate for member of Board of Education who was too busy or not well enough informed educationally to give opinions on matters that are live issues in public school affairs is hardly of the right material to make a good board member. We, in the cities at least, have at last grown away from the idea that it pays to let an inexperienced teacher get her experience at the expense of our children.

And we see no better reason why a School Board member should get his experience and information, if he needs such, at the expense of the community.

A majority of the board are to hold office for four years. And this is too long for a community to entrust the direction of its schools without knowing something of the would-be trustees' views. A man's character, business ability, and standing in the community may be first-class, and he may yet be an undesirable board member. This thing has happened. And it can happen again.



The humility of class honors versus the glory of athletic honors in the modern American College.



An American teacher at work in a Chinese school.



In Memoriam. Horace S. Tarbell, Educator and Author, died Sept. 16, 1904, at San Francisco.

School Architecture

ALABAMA SCHOOL HOUSES.

DESIGN NO. 3.

This design of the Alabama series covers a two-story, four-room building, where the demand for a six or eight room building is likely to arise.

Thus, the plan presented here is capable of enlargement in a convenient and economical manner.

For a four room building, class rooms "A," "B," "C" and "D" with cloak rooms, hall and staircase may be built. Classrooms "E" and "F" can be added when a six room school is required. Two additional classrooms can be built over "E" and "F" forming a complete eight room school house.

The estimated cost for the four room structure is \$1,833.00. The two additional rooms will cost about \$604.00.



HON. I. W. HILL,
State Superintendent Public Instruction,
Alabama.

SCHOOL BUILDINGS.

By C. A. HASLETT, Philadelphia.

First—In selecting a lot, it should be located on a street corner where practicable, with two entrances, one from the south and one from the east. The building should be located on the lot about twenty (20) feet from the street, and about 100 feet deep, with a yard on the north and west sides, divided by a six (6) foot tight board fence, separating the yard into two play grounds, one for the boys and the other for the girls.

Second—The most important feature in connection with the construction of a school building is the selection of a proper heating, ventilating and sanitary apparatus. This should be settled before the architect is commissioned to make the plans, as a much cheaper and better arranged building can be designed if the architect understands what system is to be used.

A building may be successfully heated and ventilated by either one of two methods, the furnace warm-air system or steam. A hot water system is impracticable for ventilating purposes, on account of first cost and amount of fuel required to operate it. Both methods have their advantages; some buildings are better

adapted to the use of the warm-air system than to steam. This question should be very carefully investigated before a selection is made.

As a rule, architects are not heating, ventilating and sanitary engineers, and the heating, ventilating and sanitary arrangement is separate and distinct from architecture or any other profession. There are a great many theories, but the cheaper and better plan is for a board to select competent engineers who have had years of practical experience in installing heating, ventilating and sanitary plants in school buildings.

Third—A school building should be constructed of either brick or stone with slate roof, both being more durable and practically as cheap as brick veneered buildings, while frame buildings are so combustible that they are practically out of the question.

All carrying walls inside the building should be constructed of brick. Cloak-rooms and other partitions may be of frame work, using metal lath.

In the ordinary school building the height of the ceilings should be: in basement, nine feet; first floor, eleven feet six inches; and second floor, twelve feet. A third story should not be erected under any circumstances for ordinary school purposes, but may be used as an auditorium.

Fourth—Each school-room should be twenty-six by thirty-two (26x32) feet, and lighted from the left. If a rear light is used, it should be a half window above the blackboard surface. Under no circumstances should the pupils in a school-room face the light. The window surface of each school-room should equal 33 1-3 per cent. of the floor space including sash and frame. Fifteen square feet of floor space should be allowed each pupil, always using adjustable single desks. Teachers' platforms are out of date.

Fifth—Where practicable, separate cloak-rooms should be provided for the sexes; however, one cloak-room for the use of both sexes.

(Concluded on subsequent page)



DESIGN NO. 3.—ALABAMA SCHOOLHOUSE PLANS.

Four room school building. Can be enlarged to six or eight rooms. (See Description above.)

PROGRESS IN NEBRASKA.

In 1899 there were 517 sod schoolhouses in Nebraska. This number was reduced in 1903 to 334.

Those who understand the conditions of Nebraska, the fixed ideas of a conservative, rural constituency, can fully appreciate the tremendous progress in the housing of rural school children.

We present on this page the typical sod schoolhouse of Nebraska, as well as some of the handsome and commodious structures which have supplanted some of the primitive structures in recent years.

The new buildings illustrated on this page, have with one exception, been constructed within the past two years. The campaign for better rural school buildings inaugurated by State Superintendent Wm. K. Fowler, upon assuming his office, has borne gratifying results.

Mr. Fowler will shortly retire from the state superintendency. He will be succeeded by Hon. J. L. McBrien, who has been Mr. Fowler's deputy. No doubt, the new superintendent will



HON. WM. K. FOWLER.
The retiring State Superintendent of Public Instruction,
Nebraska.



THE OLD SOD SCHOOLHOUSE.
Sherman County, Nebraska.
This structure was used until recently, when it was replaced by an excellent wooden structure. There are still 334 of these sod schoolhouses in Nebraska.



NEW RURAL SCHOOL, DISTRICT NO. 5.
(Old school in rear.)
Buffalo County, Nebraska.
This is a good type of the later schools erected in the rural districts of the state.



NEW HIGH SCHOOL,
Seward, Nebraska.
This structure was erected in 1904 at a cost of \$13,000.
It is a good type of the newer high school buildings.



NEW RURAL SCHOOL,
District No. 51, Hamilton County, Nebraska.
Total cost, including equipment, \$1,400.



HON. J. L. MCBRIEN,
State Superintendent-elect, Nebraska.

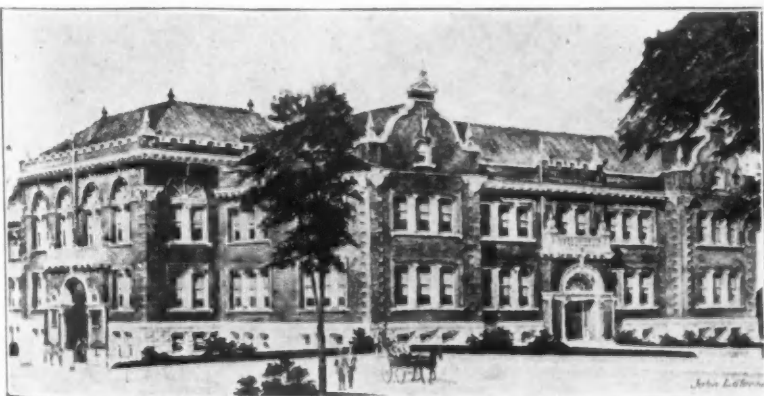
carry forward the work so well begun. His past record will fully warrant an aggressive and progressive administration of the school affairs of Nebraska coming under the jurisdiction of the state educational department.

Madison, Wis. Following the course of action adopted by the Chicago board of education the board has instructed the principal and teachers of the high schools to deny to secret societies all recognition. Students who are members of any of these fraternities are not permitted to represent the school in any literary or athletic contest or hold positions as class officers.

Waterbury, Conn. The school committee has required the truant officer to don uniform and cap, while on duty. It is claimed that a much better and stronger impression is made among the working classes, especially the foreigners, who fail to send their children to school. In the past they paid very little attention to the officer in civilian garb.



NEW RURAL SCHOOL,
District No. 53, Pierce County, Nebraska.
This shows a different style than those of Buffalo and Hamilton Counties, illustrated on this page.



NEW HIGH SCHOOL, SOUTH OMAHA, NEBR.
This is a type of the more recent high schools erected in smaller towns.
John Latenser, Architect, Omaha.

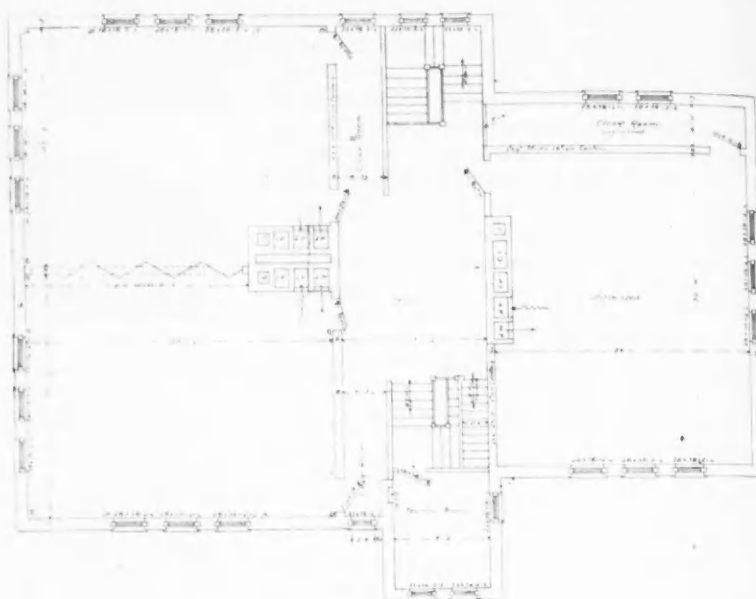


NEW PUBLIC SCHOOL, KENNARD, NEBR.
This is a frame schoolhouse of recent construction, designed to accommodate eight classes. Its cost is only \$5,500, and was designed by John Latenser, Omaha.

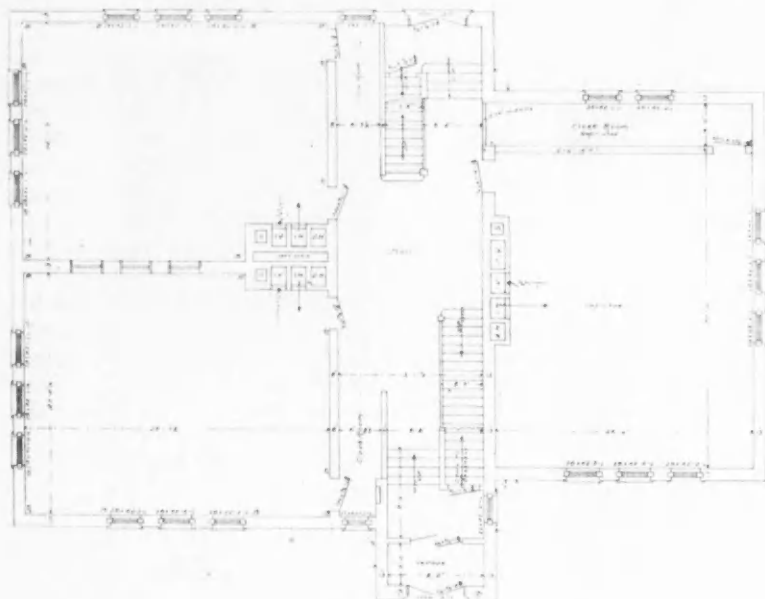
NEBRASKA RURAL SCHOOLHOUSES.



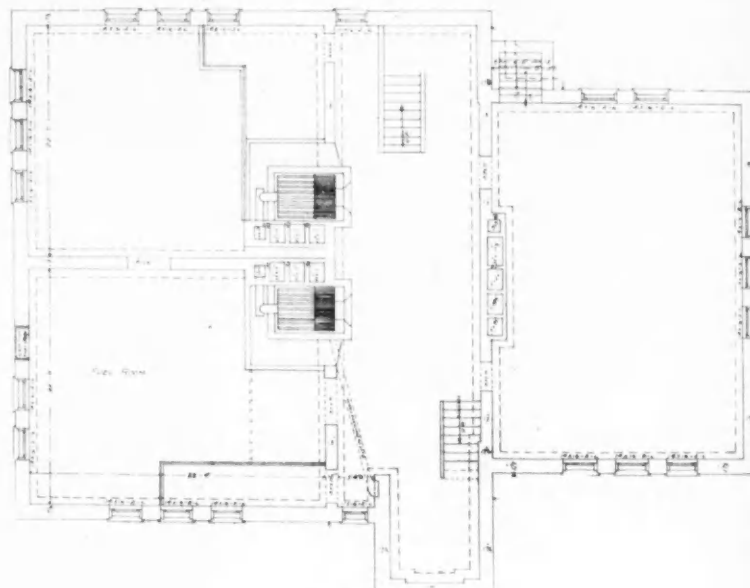
Perspective View.



Second Floor Plan.



First Floor Plan.



Basement Plan.

NEW PUBLIC SCHOOL, GRAHAM, MISSOURI. A. A. Searcy, Architect, Maryville, Mo.

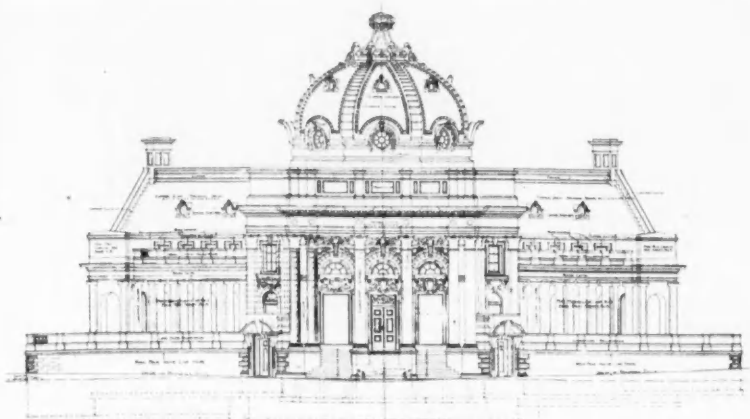


THE NEW EMERSON SCHOOL, BUTTE, MONTANA.

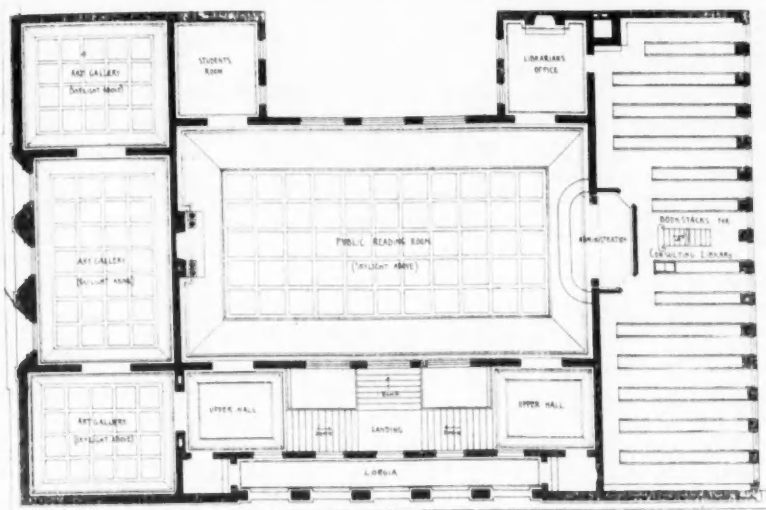


NEW HIGH SCHOOL AT GLENVILLE, O.

It is modern in every way, lighted by electricity throughout, provided with 400 individual lockers in the basement, each with a different combination lock, and is furnished with ample and well equipped laboratories—physical, chemical, and biological—as well as library, offices, rest rooms, assembly hall with stage and dressing rooms, and a large gymnasium on the third floor. The site is an acre and a half in area. The building and equipment cost \$62,000.



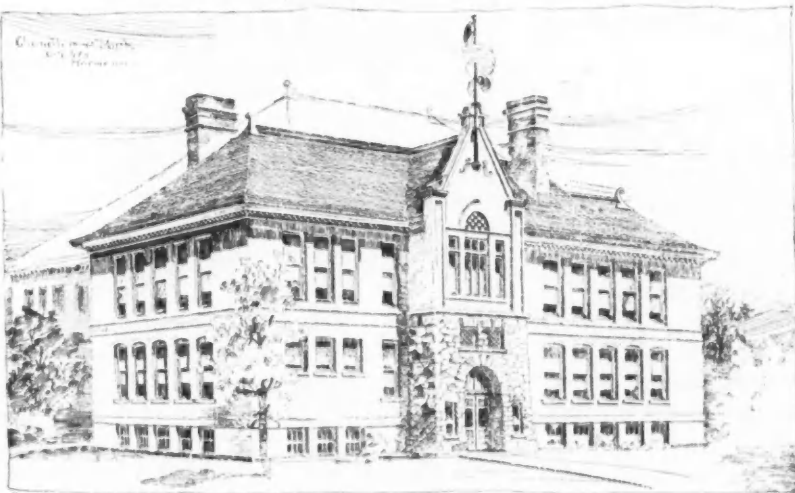
THE HANDLEY LIBRARY, WINCHESTER, VA.
Barney & Chapman, Architects, New York City.



THE HART MEMORIAL LIBRARY. Second Floor.



THE HART MEMORIAL LIBRARY. First Floor.
Troy, New York.
J. S. Barney and H. O. Chapman, Architects, New York City.



NEW PUBLIC SCHOOL, WALWORTH, WIS.
Chandler & Park, Architects, Racine, Wis.



NEW WASHINGTON SCHOOL, LEBANON, PA.
Harvey T. Hauer, Architect, Lebanon, Pa.



NEW HIGH SCHOOL, STOCKTON, CAL.
(Opened in October.) George Rushford, Architect.



NEW PUBLIC SCHOOL, MARYVILLE, MO.
A. A. Searey, Architect, Maryville, Mo.



NEW HIGH SCHOOL, JERSEY CITY, N. J.
Cost \$350,000. John T. Rowland, Architect.

RECENT MODERN SCHOOL BUILDINGS.



School Administration

(Copyright)

By WILLIAM GEORGE BRUCE.

(Continued from November number.)

6th—It should be, as far as possible, independent of the municipal government, having full power and responsibility of its own.

7th—Other things being equal, the work of the school boards will be more efficient the smaller the membership.

8th—The executive officers should be experts.

9th—So far as practicable, civil service principles should prevail.

10th—There should be concentration of power and responsibility.

Non-Partisan.—The non-partisan election plan has been held to be ideal, bringing, as it does and should, the school system nearer the people, whose pride it is, and who maintain it, and freeing the school board presumably from partisan influences. But even this plan has demonstrated certain defects, and cannot be considered ideal, unless voters give full and discriminating expression as to their choice. Appointments made on the non-partisan basis have also proven most satisfactory.

One Man Power.—The movement to reduce the membership of school boards and to enlarge the powers of the superintendent has been designated a tendency towards so-called "one man power."

Dr. Brooks of Philadelphia, in speaking of the Cleveland system which embodies the above named conditions, says:

"The objection to the system is, that it does not embody the spirit of republican institutions, as represented by the public schools themselves. It takes the schools largely out of touch with the people, concentrates authority in a single individual and thus places their management on nearly the same plane as that of a gas trust or a street railway. It seems better adapted to the genius of European than American institutions. Such a system should seem to be ill-suited to cities, where the people evince so great an interest in the welfare of the public schools, and where they have so long been accustomed to having a voice in their management. Western cities, with a large foreign population, would naturally take more kindly to the system, and accept it with less reluctance and opposition."

Partisan.—Partisanship works both ways. If the one party urges a good method, a new and needed departure, the other is opposed to it on purely partisan grounds. Thus in the strife for party prestige the interests of the child are apt to be overlooked. Clean, high-minded men—politicians in the better sense—may be elected to school board honors—but in the discharge of their duties party politics should and must be left out.

Presidents.—After the spring elections are over and the appointments are made the school boards throughout the United States organize for the ensuing fiscal year. A presiding officer is chosen, and committees are appointed, and the board is ready for business.

While the president has performed an important task in the making up of his committees, he has still greater duties to perform. It would be presumptuous on the part of the writer to fix rules which should guide a school official, or define a given line of action on the various matters that may come under his attention.

A few general suggestions may, however, with propriety be outlined, since a comparative view is not afforded to many, nor does every newly elected head of a school system receive the benefit of the experience of his predecessor.

A newly elected school board president should, however, as far as this may be possible, get all the information touching on the nature of the school system, together with the accrued experience of his predecessor. Facts and figures, as well as all the peculiar conditions which surround the system, either financial, educational, or moral, should be at his command. No man can be absolutely safe in saying that the school system under his charge enjoys a high standard unless he has the advantage of comparison. No school board president can determine the efficiency of the professional forces under him unless he satisfies himself as to the results. No school officer can do full justice to the position he holds unless he gives to both superintendents and teachers the heartiest co-operation and kindest encouragement.

The president bears the largest share of the responsibility. While he must combine his experience and the experience of others with sound judgment, with a spirit of fairness, with zeal and eagerness he must also stand ready to draw conclusions. The growth of the system and the changing condition develop phases which must be solved during his administration. Close observation may suggest departures which can only be solved in the future. Timely anticipation may at times be of more value than ready action.

The point we aim to make here is that a school board president should observe his school system so closely that he, at the end of his term, can not only review the work of his board, but also stand in a position to make definite recommendations for the future. The experience of the past suggests action for the future, and no school board president has complied with his full duty until he transmits to his successor, in some tangible form, the benefit of his own observations, and the suggestions for future progress which have grown out of it.

No president should permit his term to close without submitting a review of the labors of his board, the designation of conditions requiring relief, difficulties still unsurmounted, new problems or their anticipation, etc. One administration must be closely interlinked with the successive one. Abrupt changes are harmful. Where the spirit of progress pervades a board of education its interests in the welfare of its educational system must extend beyond the term of office.

Qualifications.—W. F. Sanders of Connersville, Ind., very aptly says: "The men who are being chosen in our day to membership on school boards are usually competent to discover merits and demerits in all phases of institutional life. In their contact with them, they become keen judges of character and detectives of fraud. The tendency to select honest and capable school trustees is becoming general. Many boards are composed of men who have formed a wide acquaintance with people and affairs, and who have passed through many varied experiences in their own school life and in the rearing of children. Such men, in the selection of teachers, can be of great assistance to the superintendent in obtaining from children the best possible service."

State Superintendent W. K. Fowler, of Nebraska, says: "Without wide-awake, interested school officers, our schools cannot make much progress. We are glad that we have so many officers who are truly interested in the welfare of the schools. We want school officers who

uphold the teacher in all reasonable rules and regulations even if the penalty fall on the heads of their own children. We want school officers who will encourage the school teachers in professional reading and in attendance at teachers' meetings and institutes. Yes, officers who will insist on these things rather than oppose them. We want officers who will themselves read educational journals and keep in touch with the newest and best methods in education, and who will attend educational meetings called by their superintendents. At least we want school officers who will visit their own schools and thus know for a certainty whether the school is a success or a failure; and we want officers who will co-operate with the superintendent on school matters."

Scandals.—The attitude which school boards have taken in scandals involving the moral conduct of schoolroom workers has not always been wisely taken. The baleful influences of scandals frequently spread like a prairie fire, and more especially so when originated in school circles which ought to be above reproach and where the gossips are likely to be most harmful.

Public investigations here are public calamities. School boards merely spread a demoralizing influence by giving publicity to the nature and character of the charges.

In the entire range of school administration there is no instance where summary and arbitrary action is as permissible and as necessary as it is on questions involving the moral standard of the school forces.

Investigations, if held at all, should be immediate, quiet and decisive. More frequently private inquiry will sufficiently establish the facts and enable the authorities to act. If guilt exists beyond reasonable doubt, the person involved should be requested to resign and should be dismissed peremptorily in case of refusal to resign.

Selection.—Mode of the various systems of selecting school boards now in vogue throughout the United States may be enumerated as follows:

1. Selection by a popular vote at regular political election or at times other than the regular elections.

2. Appointment by the mayor and confirmation by the board of aldermen or city council.

3. Appointment by the aldermen and confirmation by the board of aldermen or city council.

4. A dual system—by which a certain number are elected by the people direct and the balance appointed upon one or the other of the two methods already named.

5. A dual system of representation—by which a certain number represent the district or wards in which they reside, while certain members are selected to represent the community at large.

6. A system by which the mayor appoints a commission of four who in turn appoint the members of the school board.

7. A system by which the members are selected by a commission consisting of three or more judges of the local courts.

Tenure.—The term of a school director ranges from one to six years. The average tenure or single term of service is three years.

Visiting.—The practice which prevails in many school districts by which school directors visit the schools has a two-fold advantage. The

(Continued in Next Number.)



HOW FISKE WROTE HISTORIES.

"A neat lesson was forcibly brought home to me by the late John Fiske on the subject of history writing," said C. F. Newkirk, manager of the Educational Department of Rand, McNally & Co., Chicago, recently.

"The story is as follows: I was in Milwaukee one day some years ago in the interest of Houghton, Mifflin & Co., whose publications I then represented in the West. Among the men whom I visited was Prof. George W. Peckham, then Superintendent of Schools, now the Librarian of Milwaukee.

"I showed Mr. Peckham a work on English literature and incidentally remarked that we should shortly bring out a new United States History by John Fiske.

"If Fiske is writing a history it will be a good one," said Mr. Peckham promptly. "We are contemplating a change in histories and if Fiske will hurry his book we may adopt it here. In fact I am quite certain that I shall recommend it."

"Here was a hint that was worth heeding and the commercial instinct together with the loyalty I bore my house prompted immediate action on my part. A history in a city of 300,000 population was nothing to sneeze at.

"It so happened soon after that I visited Boston and of course I lost no time in taking up the history matter with Manager H. N. Wheeler of the firm.

"Well," said Mr. Wheeler, after listening to my urgent appeal for an early appearance of the new history. "Why not talk to Mr. Fiske himself. I'll take you out to Cambridge, where he resides, introduce you and let you press the case in person."

"Nothing could have suited me better. The thought of meeting the great historian in his own home environments, chat with him on a matter in which he must necessarily be vitally concerned, was pleasing to me and I accepted the invitation.

"In another hour we found ourselves in the presence of the big hearted schoolmaster and historian. He was hospitable in manner and made me feel quite at home. In fact I was free in urging the completion of the history in a more forcible and eloquent manner than I had believed myself capable.

"But why this impatience? Why this hurry?" he asked at length.

"Milwaukee!" I blurted out. "Don't you see! Milwaukee wants that history."

"My boy!" he said, looking at me intently and with a certain significance in his eye, "this is the first intimation I have had that I am writing a history for Milwaukee."

"The remark struck home. I was stunned by its force and realized for the first time that the commercial spirit of the bookman had bumped squarely into the ethics of the historian.

"It took me some time to recover myself sufficiently to study the interesting personality of the great man. The full significance of his remark, however, became even more apparent when he began to discuss his method of history writing.

"I aim to write as many pages as I can each day," he explained in a genial fashion, appearing to be entirely unconscious of my embarrassment. "I may complete two pages to-morrow and the day after strike some point which may require tedious investigation. I may be compelled to go to Washington in order to verify a fact which may occupy the space of only one small paragraph in the book. Hence, I may write three pages in one day and then again not be able to complete one page in three weeks, and yet work with the same diligence day after day."

"Suffice it to say, by way of conclusion, that Peckham did not get the history when he wanted it, but I received a lesson which I will remember the longest day I live, and at the same time carry with me a good precious recollection of the great, good and noble John Fiske.

"I realized that John Fiske's literary labors had a higher purpose than that of mere immediate financial gain. He wrote history because he loved above all things the majesty of truth, because he revered the memory of noble men and great deeds, because he thoroughly believed in his country and its achievements."

Hornberger Dead.

Mr. J. A. Hornberger, agent for Rand, McNally & Co., died at his home at Lincoln, Neb., November 13. Mr. Hornberger was at one time manager of the educational department for his firm, but preferred the out door activity of agency work.

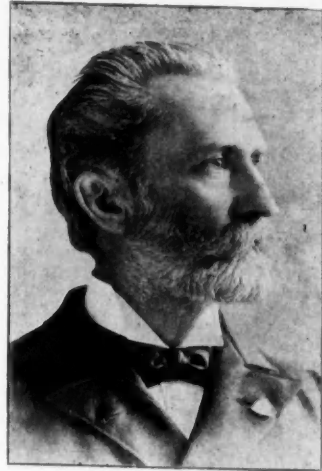
Mr. Hornberger was a man of a quiet and congenial disposition. While he was of large figure physically, he was fine grained and gentle in character. To know him was to love and respect him.

The writer has had occasion to meet him at home and abroad, see him under various circumstances and conditions, but he always found him the same even tempered and high minded gentleman, happy in performing his share of the world's work.

After leaving Chicago some few years ago, he went to Nebraska and settled with his wife in Lincoln. In early days he taught school. At the time of his death he was forty-three years of age.

Mr. Hayes Makes a Change.

H. E. Hayes who was for many years connected with D. Appleton & Co., has accepted a position with Newson & Company, New York City. Mr. Hayes is an old time bookman and manager. For a long time he had charge of the educational department for Appleton's as



MR. H. E. HAYES.

For many years with D. Appleton & Co., now with Newson & Company, New York City.

manager. When Nathan D. Cram was appointed to this position Mr. Hayes took an editorial position which he held until he retired.

The young and growing firm of Newson & Company will be the gainer by the acquisition of Mr. Hayes. What he may lack in aggressive youthfulness he more than makes up in ripe experience in the field of educational publications. We wish him success in his new environments.

Will S. White, the Michigan agent of the American Book Co., presents his friends with a neat lead pencil bearing his name and address. White makes his headquarters at the Majestic Building, Detroit.

Chas. F. McConnow represents the Elementary Text Book Co., of Wilkes-Barre, Pa. The firm publishes among other things a series of copy books.

Walter Taylor Field has for the past five years done "inside" work only. For a number of years he did field work. He has recently turned his attention to authorship and has written a work on Rome for the Travel Lovers' Library published by L. C. Page & Co., Boston.

TOO WELL FED.

There is an inclination among the ladies to rather overfeed the Dominie sometimes, and while that indirectly helps the sale of Grape-Nuts, it offers no suitable excuse for the makers to encourage the practice.

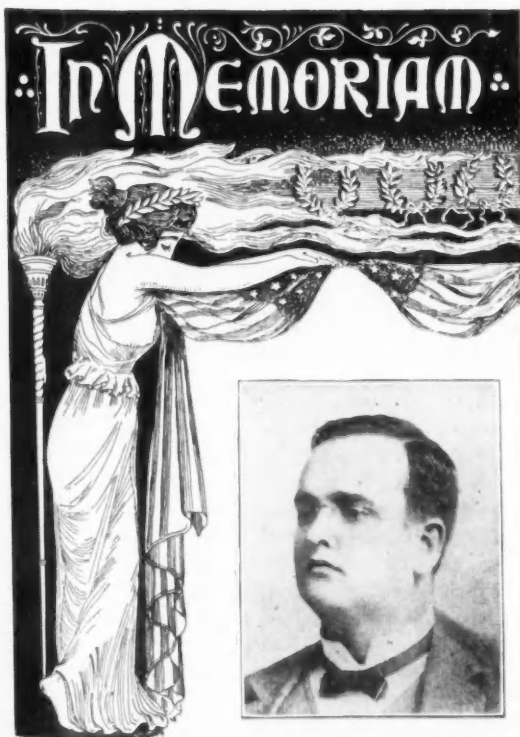
A minister of Auburn, Ind., writes: "Whether it was from irregular habits and more or less badly prepared food taken during some of my travels, or whether I have been too well cared for by my parishoners does not seem entirely clear, however, the fact remains that indigestion set in and after a period of hard work I came down with a genuine case of nervous prostration.

"It seems the trouble had been brewing for some years, for several insurance companies had rejected me after careful examination by their physicians.

"I was urged to adopt Grape-Nuts and cream for my sole diet for breakfast and lunch. The request was urged so strongly that I concluded to follow the suggestion and to my surprise began to gain quickly in health and strength.

"I persisted in the use of this remarkable food and a wonderful result followed. I have entirely regained my health, have been examined by the physician of one of the most conservative insurance companies in America and have been accepted. It seems sufficient evidence of the change that has taken place as a result of the use of Grape-Nuts." Name given by Postum Co., Battle Creek, Mich.

Get the book, "The Road to Wellville," in each package.



THE LATE J. A. HORNBERGER.
Formerly Western Representative of Rand, McNally & Co., died November 13, 1904, at Lincoln, Neb.



The N. O. Nelson Manufacturing Co., of St. Louis, Mo., is making lavatories and closets specially designed for school buildings. They have received the highest recognition at the hands of the World's Fair authorities.

The Buffalo adjustable shade fixtures for school room windows is now being manufactured by the American Shading Machine Co., Buffalo, N. Y. The company has enlarged its facilities for manufacturing these fixtures which are now so commonly used in the schools throughout the country.

A coal test is the latest. The school board of Riverside, Cal., is obliged to pay \$9.80 per ton for coal. The coal is not up to the standard and samples of every lot are now chemically tested before accepted.

Cedar Falls, Ia. The apparatus for the new gymnasium at the State Normal School was furnished by A. G. Spalding & Bro., Chicago.

A. W. Jones, receiver for the defunct National School Supply Company, Youngstown, O., filed in common pleas court his report on the settlement of the affairs of that company. This company was thrown into the hands of the receiver by the suit of the Second National Bank. It then developed that the liabilities were enormous and the assets comparatively small.

Binghamton, N. Y. Bidders on school desks were Randolph McNutt, Walter R. Miller & Co., and The Fair Store. The latter are local firms who jointly received the contract.

Chicago. The old school supply firm of J. M. Olecott & Company has made an assignment for the benefit of its creditors. The liabilities exceed the assets by a considerable amount. The stock was sold under the hammer on November 15. Wm. Garnett, Jr., acted as the receiver for the firm.

Mahanoy City, Pa. The board purchased a number of both the Remington and Smith-Premier typewriters.

The Central Scientific Company of Chicago has been reorganized. The announcement is made that Mr. A. H. Standish will assume an active interest in the firm. The officers are as follows: President, A. H. McConnell; Vice-President, C. H. Arms; Secretary, John M. Roberts; Treasurer, A. H. Standish. This company began as a branch of the old Central School Supply House. It is now, as we understand it, independent of that firm.

C. H. Wright & Co. of Santa Rosa, Cal., deal in school supplies and incidentally represent the A. H. Andrews desk in that territory.

The New York Prism Co., 473 West Broadway, New York, the concern that is doing much to improve schoolhouse lighting is sending out a little card which bears the following: "It never pays to fret and growl when fortune seems our foe. The better-bred will push ahead and strike the braver blow. For luck is work and those who shirk, should not lament their doom, but yield the play and clear the way, that better men have room."

Chicago. The old plaster ceilings in the schools are found to be unsafe. Steps will be taken to find a safe substitute.

Rock Island, Ill. The board received plans, specifications and prices on fire escapes from the S. A. Mager Manufacturing Co. and Allen, Myers & Co., local concerns.

(Continued on subsequent pages.)



DISAPPROVES PUBLISHERS' METHODS.

The Minnesota State Library Commission adopted the following resolutions:

Whereas, A certain list of library books all published by the American Book Company, has been sent out to school officers in the State over the signature of the state superintendent of public instruction, who is the chairman of the state public school library commission;

Whereas, This has been done without his knowledge and consent, and

Whereas, Such list appears to be recommended by him, and thereby has the appearance of an official publication and recommendation;

Resolved, That the public school library commission disclaims all responsibility for the making and distribution of said list, and hereby expresses its disapprobation of such an unwarranted procedure.

Grand Rapids, Mich. At a recent meeting of the Board of Education the following resolution was introduced by Trustee Kriebel:

Resolved, That this Board condemns in strongest terms dishonest methods or pernicious activity on the part of individuals or companies in efforts to secure contracts from this Board. That the policy of this Board is not vindictive nor retroactive, but that it sets a high moral standard for itself and for others who deal with it in every contract which it awards.

That in any and every instance in which an award from this Board is sought by dishonest methods or by pernicious agency activity, the person, firm or company thus offending shall be excluded from final consideration in awarding that contract.

That a company, firm or individual attempting to control the election of any trustee for personal interests is particularly offensive. Such offenders deserve special condemnation, merit severe censure and are worthy of extreme punishment. The Board is entirely justified in excluding any or all awards sought by them.

That whenever any committee shall report to the Board, making a recommendation, agency work directly or indirectly, in opposition to such recommendation is manifestly out of place and amounts to pernicious activity. In all such cases the Board must be allowed to act with reference to the report of its own committee as seems to it wisest and best.

The Mayor offered the following as a substitute for that of Trustee Kriebel:

Resolved, That it is the sense of this Board: 1. That all business relations should, so far as possible, be discontinued with every person, firm and corporation known to have corruptly interfered with the election of Trustees or to have attempted to secure business with this board by offering bribes to any of its members or by any corrupt influence.

2. That the Superintendent and Principals of the high schools are requested to take this into consideration in recommending text books.

3. That the American Book Company should now be on the unsatisfactory list and others should be placed there whenever discovered.

A motion to lay on the table was lost. The substitute then offered by the Mayor was adopted by a vote of 18 to 3.

Columbia, S. C. Adopted White's History of the United States.

Columbus, O. Adopted Davis Physical Geography.

(Continued on subsequent pages.)

Questions and Answers.



Under this heading all ordinary questions on school administrative problems are answered. If an immediate reply by letter is requested a stamped, self-addressed envelope should be enclosed. If the case requires special investigation a reply should not be looked for in less than a week's time. Unless specially stipulated the answer will appear in this column.

Question.

A. H. B., Lead, S. D. Where can we obtain keyless locks to be used for individual wardrobes in high school?

Answer.

The Miller Keyless Lock Co., of Kent, O., makes the best lock of this kind now on the market. They have supplied many of the schools throughout the United States.

Question.

G. W. T., Wilmington, Del. What are the latest conclusions as to size of school boards, mode of selection, etc., etc.?

Answer.

1. The first question that arises is as to the appointive or elective system. Where the political atmosphere is propitious and the city is sufficiently large the appointive system is preferable. The Mayor should appoint. If it is the custom to elect a clean, progressive man for the chief executive of the city he will secure high class men for the school board, and in doing so will always strengthen himself with the masses.

2. When the above condition does not prevail, and in all smaller towns, the elective system is most desirable. Here, however, it is absolutely necessary to get away from ward representation. There must be representation at large. A great deal of discussion arises at this point, but the whole matter has been thrashed out in so many cities that there is no longer any doubt as to the efficiency of representation at large.

3. The size of the board is next in importance. Here, too, a variety of opinions are brought out. A large board is usually noisy, cumbersome and slow in action. A small board is apt to become exclusive and arbitrary. Corruption is less apt, however, to creep into the small board owing to the fact that a higher class of men find their way into the smaller bodies. The conditions surrounding a small body of men are more favorable, however, to corruption than they are with a large body. With the latter, on the other hand, an inferior class of men are usually recognized. Thus, you see what an abundance of discussion is possible in the problem before you. The board ought to be sufficiently large in membership to enable the administrative labors to be performed with due deliberation and efficiency. Wilmington having a population of nearly 100,000 ought, in our judgment, to have a board consisting of not less than 9 members. We are here putting general conclusions in nutshell form. Much can and has been said on the subject, and whenever the question comes up in any city the whole matter is gone over again as if it were entirely new. The results are not always the same. Of course, it must be admitted here that local conditions vary materially and that the same



Akron—
South, J.
Alliance
C. Y. Kag
chester.

Ashtabula
Duero, Dr
Sothorok.

Barbours
Davidson,
Bellefont

R. P. Kell
Frank P. C
Bellevill

M. Miller,
Bucyrus
Myers, W.

Canal I
ner, Dr S.
Richardson

Chillico
Charles H
bins.

Canton—
March, L.
Cleveland

ter D. Say
low, John
Columbu

L. A. Parr
N. Keller,
Shimer, O.

S. Means,
Conneaut
land, Lee

ney, M. Be
Coshocto
W. C. Fro

William B
Dayton—
A. L. Bowe

J. C. Ebe
Davisson,
William F

Defiance
Gorman, F
man, J. W

De Graft
Keating, V
Glenville

Dr. E. M.
East Li
Thompson,

H. Smith,
Fremont
Beahr, W.

Gallipoli
W. Poore,
Roadarmou

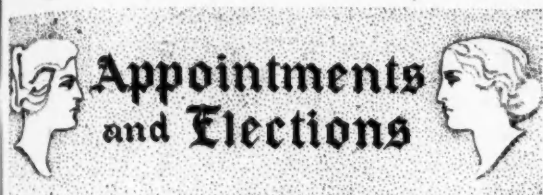
Ironton—
Lowrey, T.
tendorf, R

Johnson
camb, Lee
Lima—V

Herrett, A
Churchill,
Lisbon—

ningham,
Armstrong
Mansfield

B. Bushne
Fritz, Rev



OHIO SCHOOL BOARDS.

Akron—C. C. McCuskey, E. B. Weston, J. M. South, J. W. Haines, Harry Steele.
 Alliance—D. B. Cassaway, Oliver Transwe, C. Y. Kag, W. H. Ramsey, Dr. William Manchester.
 Ashtabula—J. L. Burwell, F. W. Stone, G. E. Duero, Dr. W. R. Flower, Chas. E. Peck, W. W. Sotherok.
 Barberton—C. A. Carlson, T. J. Davies, H. S. Davidson, W. P. Welker.
 Bellefontaine—Alfred Butler, M. C. Boals, R. P. Keller, E. P. Chamberlain, Luther Stough, Frank P. Griffin.
 Belleville—Elmer Harter, Fred Lauchart, G. M. Miller, George Cunningham, C. V. Baker.
 Bucyrus—M. K. Streib, J. Gebhart, J. K. Myers, W. G. Miller, C. Assenheimer.
 Canal Dover—G. L. Bryan, Dr. P. M. Wagner, Dr. S. B. McGuire, Joseph C. Miller, F. L. Richardson, L. H. Oerter.
 Chillicothe—James I. Boulger, John Doerres, Charles Herman, A. S. Fullerton, G. R. Robins.
 Canton—S. Anderson, J. L. Lehman, H. A. March, L. P. D. Yost, J. Niederhauser.
 Cleveland—Charles Orr, Sarah E. Hyre, Walter D. Sayle, William Leopold, Arthur C. Ludlow, John C. Canfield, Samuel P. Orth.
 Columbus—E. L. McCune, W. O. Thompson, L. A. Parrish, J. L. Tranger, C. E. Morris, W. N. Keller, J. L. Davis, C. M. Shepherd, P. D. Shimer, O. E. Pumphrey, William Boeshaus, C. S. Means, J. C. Brown, C. H. Smith, C. T. Elder.
 Conneaut—C. F. Rodgers, R. B. MacFarland, Lee Harvey, S. C. Andrews, G. M. Whitney, M. Bennett.
 Coshocton—S. M. Williams, O. P. McGinnis, W. C. Frew, W. S. Hutchinson, Theo. Agnew, William Burns.
 Dayton—O. J. Needham, Dr. J. M. Weaver, A. L. Bowersox, Dr. Frank Fife, Julius U. Jones, J. C. Eberhart, Dr. W. D. Long, Dr. J. A. Davisson, Dr. Charles E. Lane, E. J. Sauerman, William F. Chamberlain, Walter A. Lumby.
 Defiance—S. A. Craven, Charles Smith, M. B. Gorman, H. C. Sass, Willis Snyder, R. N. Wortman, J. W. Winn.
 De Graff—W. E. Harris, A. L. Brunson, F. L. Keating, W. J. Rogers, C. Crifcher.
 Glenville—J. W. Wilson, Dr. C. A. Leisher, Dr. E. M. Goodwin.
 East Liverpool—Chris. Horton, George C. Thompson, J. Reinhartz, Edward Dickey, Jesse H. Smith, W. E. Wells.
 Fremont—H. Deemer, Phil. Hass, George Beahr, W. H. Moellman.
 Gallipolis—H. P. Hanna, B. F. Barlow, C. W. Poore, R. P. Thompson, J. M. Butler, A. L. Roadarmour.
 Ironton—D. L. Ogg, E. W. Bixby, A. C. Lowrey, T. M. Hall, Fred Slusher, A. H. Mitendorf, Robert Hughes.
 Johnsonville—G. B. Southworth, G. M. Bascomb, Lee Sadler, Harley Green, Joe Rising.
 Lima—William Uhl, J. V. Stolzenbach, G. A. Herrett, A. H. Creps, Charles Banta, C. H. Churchill, J. C. Pence.
 Lisbon—H. V. Sanor, M. T. Nace, H. T. Cunningham, T. B. Marquis, W. E. Fisher, W. L. Armstrong.
 Mansfield—E. G. Lemon, W. C. Mowry, Chas. B. Bushnell, John Nelson, Ezra Cleland, Chas. Fritz, Rev. Meesl.

Marietta—E. M. Booth, W. S. Pattin, A. D. Follett, C. S. Dano, Casper Hopp.
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 Newark—W. N. Fulton, William Christian, John S. Fulton, S. W. Haight, F. L. Beggs, J. M. Keckley.
 Niles—M. J. Flaherty, C. P. Londer, J. W. Jenkins, John Monell, George Duck, J. W. Typis.
 Norwalk—A. B. Qerry, G. Ray Craig, G. W. Whitbeck, A. W. Carpenter, E. D. Cline.
 Painesville—G. W. Taylor, L. D. Dayton, Roy A. Tuttle, C. M. Hawley, George A. Lord, J. E. Ferron.
 Perrysburg—C. H. Van Norman, C. L. Koch, George Craig, R. R. Hillaus, W. Veitch.
 Piqua—Dr. W. J. Prince, Chas. C. Jelleff, Dr. R. M. O'Ferrall, Edwin A. Hiatt, Henry Hoppy, Otto von Bargen.
 Portsmouth—Noah J. Dever, Frank L. Martin, Phil M. Streich, Dr. F. H. Williams, Arthur L. Titus, Felix Hass, Albert Dunn.
 Sandusky—William Leitz, T. J. Strobel, H. C. Huntington, William E. Carter, Ed. Walsh, T. M. Sloane, H. H. Lockwood.
 Seven Mile—H. C. Jacoby, W. J. Inman, J. E. Miller.
 Steubenville—Dr. J. J. McCoy, A. Forsythe, Robert R. Cox, C. R. Neidengard, George B. Winters, John O. Bates, William McMullen.
 St. Mary's—Ed. Orthal, D. S. Bricker, F. D. Ausman, C. H. Phelps, J. T. Stout.
 Tiffin—G. T. Morgenstern, George F. Hepler, William H. Boehler, B. F. Cockayne.
 Toledo—Mrs. Pauline Steinam, R. A. Bartley, G. Otto Hanbold, J. George Kapp, Chas. F. Watts.
 Troy—John M. Campbell, T. B. Kyle, W. E. Bowyer, Dr. L. M. Lindenberger, R. W. Crowfoot, E. B. Maier.
 Warren—Mrs. H. T. Upton, Mrs. Carrie Harrington, S. C. Iddings, E. A. Voit.
 Wellsville—Dr. B. R. Parker, Dr. P. Rex, Jos. Driggs, F. L. Wells, John F. McQueen, T. A. Ferguson.
 Wooster—C. M. Tawney, W. E. Weygrandt, George W. Ryall.
 Xenia—R. D. Adair, Dr. W. H. Finley, J. F. Orr, Jacob Kony, Dr. W. S. Messinger, S. B. LuSourd.

ELECTIONS AND APPOINTMENTS.

Indiana Association of School Boards: President, F. C. Yount, Covington; Secretary, Chas. G. Schelke, Madison; Treasurer, C. L. Kiser, Alexandria; Chairman Legislative Committee, Charles W. Moores, Indianapolis.
 The officers of the Eastern Ohio Teachers' association are: President, Superintendent R. E. Rayman, East Liverpool; Vice-President, Miss Neva Tidrick, Newcomerstown; Secretary, Miss Emma Fletcher, Martins Ferry; Treasurer, Prof. D. J. Schafer, Dresden; Executive Committee, Superintendent C. L. Cronebaugh, Massillon; Superintendent H. C. Platt, Coshocton; Superintendent Wilson Hawkins, Mingo Junction.
 Chicago Principals' Club: President, G. A. Osinga, James Otis School; Vice-President, Edward C. Rosseter, of the Medill High and Grammar School; Recording Secretary, A. Esther Butts, of the Chase School; Corresponding Secretary, Harriett E. Winchell, of the Tilden School; Treasurer, Clarence O. Scudler, of the Robert Morris School.

New York. During a school house fire 2,500 children were safely removed from the building by means of the fire drill.

LEGAL.

New York. The state court of appeals recently decided that pupils who refuse to be vaccinated may be legally excluded from the schools. The suit was brought by a citizen of Brooklyn who declined to comply with the directions of the New York City Board of Education and vaccinate his ten-year-old son.

The court of appeals upheld the constitutionality of the statute and affirmed the decision of the lower courts, which decided that the law was a legitimate exercise of police power. The appellant argued that vaccination did not prevent smallpox and that the operation practically amounted to assault.

Ohio. Attorney General Wade Ellis has ruled that all incorporated villages must support their own schools and elect school boards. The ruling has met with much disapproval in some villages, and there is talk of dissolving several of the corporations.

Minnesota. A school district in Swift county recently made application to be allowed to teach in German and the other half in English. The state law requires five months' school as a requisite to receiving state aid and the district wished to hold a ten months' school, half English and half German and still receive the state aid.

The attorney-general has decided that two half days do not constitute a whole day in such a case, and that the law requires five months of continuous session with teaching in English.

WRANGLING.

There is an old couple of Hillsdale, Kansas, the husband 71 and the wife 67, who made a discovery late in life that would have saved lots of their troubles, something they learned about diet.

The old gentleman says: "One day the doctor told me my wife's trouble was not heart disease, but her stomach, but she thought he was mistaken. As I had read several statements in the papers about Postum Food Coffee my mind was soon made up, and it was in the Fall of 1901 that I got a package of Postum, asking my wife to try it.

"She said she did not believe it would help her, and so it was laid aside and she suffered all the winter, drinking coffee all the time until about the first of May when she was in terrible distress.

"One night about our bed time she said she must have the doctor, but before you go fix a little Postum and I will try it."

"So I prepared half a pint of Postum according to directions, and as soon as she had drank it she felt warm and nourished all over and in a little while her pain was gone, it was like magic. For a few meals she used a little coffee and then a wrangling began in her stomach each time, so finally she gave up coffee altogether and used Postum only. Better and better she got and grew stronger and finally all the old disease left.

"Since that time we have used nothing but Postum, nor have we had any occasion to call for the doctor since, and I now advocate Postum to everyone I meet." Name given by Postum Company, Battle Creek, Mich.

So many people say, "Coffee don't hurt," and then tell you they "know a man 70 years old who has drank it all his life." That doesn't prove that you can drink it. "One man's meat is another's poison." If coffee agrees and the drinker keeps well, stick to it, but if any kind of ails or disease show, better heed the warning and quit coffee.

"There's a reason."

Look in each package for the famous little book, "The Road to Wellville."



Uncle Robert's Geography. No. 4. A River Journey.

Edited by Francis W. Parker and Nellie Lathrop Helm. Illustrated. 277 pages. D. Appleton & Company, New York.

Some twenty-five years ago, there was a slight stir in the educational world. In the public schools of Quincy, Mass., an experiment was in progress—to teach boys and girls everything through reading. Well, the term reading has a varied meaning. The business man, hanging to a strap in a street car, reads the morning paper. The university student speaks of reading an abstruse work in higher mathematics or a difficult article in a foreign language. But in this eastern city Col. F. W. Parker was advocating the idea that proper reading matter, properly taught, would give sufficient knowledge and training for pupils in the lower grades. Later, during his connection with the Cook County Normal School, he advocated other ideas, equally radical. This book, one of a series, has been put into shape by some of his fellow workers, and may be called a tribute to his ideas and his memory.

This is the plan. A city business man, reared on a farm, is visiting his sister and her family, living on a farm in Central Wisconsin. The sons of this family have already been led to study in their own home the problems of nature. The uncle takes these boys on a boating trip down the Wisconsin River from Wausau to the Dalles. By observation and reference the boys learn that though much of the soil around Wausau is not good for farming, the pine lumber and the river have created a city at this point. They, at all events, will never have to ask why great rivers always flow by large towns. However, the book, through conversations between uncle and nephews and talks by Uncle Robert, deals with the work of rivers and glaciers. The boys study the river and discover how it works on its banks, cutting at one point, building at another, and thus making its own curves and forming beaches and flood plains along its course. In an all day tramp upon the Rib near Wausau, the boulders, the grooves upon the rock, raise questions as to the forces that have been at work in this hill.

This gives Uncle Robert a fit time to rehearse some theories of the formation of rock. At intervals he tells the story of glaciers, their movements and work, making use of the observations the boys have already made on "the Rib." Later comes the story of the work of ice and of the great ice-cap once covering the greater part of northern North America. Thus the boys become interested in looking for signs of glacial action in the landscape around them. They must be interested or the book would fail of its purpose. The narrowing of the river at Mosinee shows them that the granite rock has here given the river hard work in cutting a channel. The outer-opping ledges of granite, they learn, form a series of rapids from Stevens Point to Nekosa. The bold rock forms of the Dalles are a climax to the work of water, for here they fail to find traces of ancient glaciers.

Miss Zonia Baber now in the School of Education, one of the colleges of Chicago University, was formerly in the Cook County Normal School in the days of Col. Parker. In both places she has had charge of work in geography. A delegate to the recent International Geographic Congress she there claims that children especially learn more through observation than

in any other way. She would have school boards appropriate funds for suitable educational trips and cites the action of Switzerland and Japan to sustain her position. Until this be realized the schools of the country might follow the example of the schools in Iowa, where children make in sand "political maps" and by suitable realistic devices also make "production maps."

By some law of association this book reminds one of the "Jonas books" and the "Rollo books" of fifty years ago. Half a century! Yet these still have a place. Young men in our universities to-day treasure them on their book shelves. Uncle Henry is not so invariably cocksure as the rather impossible Jonas. Perhaps that is one difference between then and now. But if this story of river curves, of the rounded hilltops of Wisconsin, and of the striking rock forms of the Dalles shall fill as large a place it will do well.

Trask's School Gymnastics.

By Harriet E. Trask, Graduate of the Boston Normal School of Gymnastics. 219 pages. Published by Christopher Sower Company, Philadelphia.

The material found in this book is arranged with a view of meeting the wants of teachers who are called upon to give their pupils physical training. The author has selected the most sensible series of exercises known to the school room and manifests throughout the deft hands of the experienced gymnast teacher. The training involves the exercise of the various limbs conducive to a healthful body and to free and graceful movements.

It is, in brief, a thoroughly graded book of drill exercises suited for the school room and the school yard. They are arranged with mathematical precision for day by day, grade by grade use. They embody the best Swedish and German methods and are supplemented by games and fancy steps which are so pleasing to the eye and add so much to physical grace and stature.

The book is liberally illustrated showing children in the various attitudes of exercise work.

Analytic Geometry.

Plane & Solid. By Albert N. Candy, Professor of Mathematics in University of Nebraska. Half leather. 258 pages. Price, \$1.50. D. C. Heath & Company, Boston, New York, Chicago.

This book covers a wide field in mathematics. It is elementary enough for the beginner, yet before he shall have finished he shall find himself well advanced in the simpler concepts of the differential and integral calculus. It is

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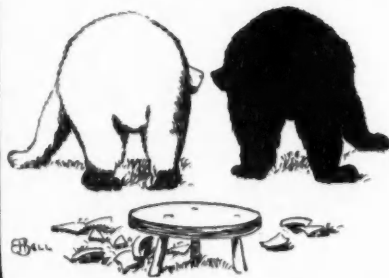
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practical in its aims as is evinced by its many problems of a miscellaneous character, yet all tending to practical solutions.

The polar system is studied apace with the rectangular system, and the curves useful in engineering are taken up over and above those of the conic sections.

Altogether the book is well suited for one intending to pursue a practical course in mathematics but wishing to base his work on a thorough knowledge of the theory of the science.

Other characteristics there are to recommend it to the student and to the teacher, characteristics relating chiefly to the various formulae of the curves in which the proof is much simplified or condensed. The book is another addition to the store of good text books which the recent advance of scientific knowledge demands.

La Mere De La Marquise and La Fille Du Chanoine.

By Edmond About. Edited, with Notes and Vocabulary, by O. B. Super, Professor of Romance Languages in Dickinson College, 16mo, semi-flexible cloth, 227 pages. With frontispiece. List price, 50 cents; mailing price, 55 cents. Ginn & Company, Boston, New York, Chicago.

The tales *La Mere de la Marquise* and *La Fille du Chanoine* by Edmond About are of a type especially suited for the young student of French. All the fiction of *About* is written in a simple yet classic style; wit, humor and pathos being intermingled with the master hand of the piquant French writer. The author occupies a position anomalous in modern French literature, having attained the greatest popularity without any taint in his writing either of the gross realism that culminated in Zola or of the distasteful idealism of George Sand. The two readings selected for editing by Professor Super afford a good example of the author's power. The scene of one is laid at court, of

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the other among the peasant classes. The style is not difficult, and the notes and vocabulary are of such completeness that the book may be used during the first year's work. Mature students will find it useful and interesting for rapid reading.

The Second Book of Anatomy, Physiology and Hygiene.

By J. A. Culler, Ph. D., Professor of Physics in Miami University, Oxford, Ohio. Illustrated. 275 pages.

The Third Book of Anatomy, Physiology and Hygiene.

By J. A. Culler, Ph. D., Professor of Physics in Miami University, Oxford, Ohio. Illustrated. 364 pages. J. B. Lippincott Company, Philadelphia.

The elementary and high school numbers of a three-book series, the first being a primary book for children. A special effort has been made to make the subject plain. Technical names are employed but technical expressions are avoided. The learning of the names is not difficult and it is necessary to use them in explanations. The effort to make the subject plain has been successful. The style is simple and the manner of presenting the topics is interesting. The cuts are numerous and good. Many experiments are suggested that any live teacher can perform, which will illustrate the actions of the various organs of the body. There are numerous lists of questions for topical review. They are well arranged and excellent books.

An Abridged History of Greek Literature.

By Alfred Croiset, Dean of the Faculty of Letters of the University of Paris, and Maurice Croiset, Professor of Greek Literature in the State College of France. Authorized Translation by George F. Heffebower, A. M., Professor of Greek in Carroll College. 569 pages. Price, \$2.50 net. The Macmillan Company, New York, Chicago.

This excellent translation of one of the best known and most authoritative of the histories of Greek literature will be greeted with enthusiasm by all students and readers of the Greek classics. It will serve admirably as a text book for those taking advanced Greek, while for those merely reading the Greek authors it will be invaluable as a book of reference. The whole range of Greek letters is gone through from the poems of Homer and the Theogony of Hesiod to the homilies and polemical writings of the Greek Fathers. To each author is given his full literary appreciation, and though the limits of the work forbid any very detailed biography or historical sketch yet an ample sufficiency is given to permit the reader to form a clear judgment of the merits of the writers and to obtain an accurate concept of their life and character. The work does not pretend to be one deep in research or historical erudition; but the accounts it gives are evidently taken from reliable sources and are put in an interesting and comprehensive way. The translation has not robbed the work either of its usefulness or beauty.

Fairy Tales.

By Hans Christian Andersen. Selected and edited for Primary Reader Grades, by Edna Henry Lee Turpin. Cloth, pp. 253. Publishers: Maynard, Merrill & Co., New York.

Fairy tales like Greek myths, form a part of the valuable and valued possessions of the world. The editor discloses intimate acquaintance and skill in her selection of nineteen from the eighty-score tales by which Hans Christian Andersen "gave never-ending pleasure to children and won immortal fame for himself." In the biographical sketch, she has so told the main events in the author's personal and literary career,

that readers are put in to sympathy with the subject-matter of the book.

The opening tale is of "five peas in a pod. They were green and the pod was green, and so they thought all the world was green." To children this is a delightful tale; to men and women it also expresses the truth that our surroundings, our world is the world. Why have we not a right to think so? The "darning needle" has an unfailing self-conceit to sustain her under the haps and mishaps of her life. It is an armor. The hardships of the "ugly duckling" will appeal to the tender feelings of all children. Later they will see in these the embodiment of the spiritual truth that superiority is often misunderstood and ill-treated by inferiority. "The mermaid" must implant the thought that growth comes through effort, sometimes only through painful effort.

Denmark, washed by the seas, has long held her own among Scandinavian peoples. "She has had statesmen, sailors, poets, and scholars of renown. But the one son who makes her famous over all the round world is the fairy-tale king, Andersen, son of the poor cobbler of Odense."

Grammar School Algebra.

By David Eugene Smith, Professor of Mathematics in Teachers' College, Columbia University, New York. 12mo, cloth, 154 pages. List price, 50 cents; mailing price, 55 cents. Ginn & Company, Boston, New York, Chicago.

There are many pupils who will never go to the high school. It is sometimes deemed advisable to give these pupils in the seventh and eighth grades some knowledge of algebra. This work has been prepared for this purpose. It may be made to replace arithmetic for a time, or may be used simultaneously with it. It furnishes an easy introduction to the subject, showing the resemblance of algebra to arithmetic and by numerous well graded oral and written exercises and problems makes the way plain to the forming and solution of equations, and the performing of other operations.

Ropp's New Calculator and Short-Cut Arithmetic.

By C. Ropp. 192 pages. Price, Pocket edition, 60 cents; office edition, \$1.00. Published by C. Ropp and Sons, Chicago.

This work comprises a large number of useful, convenient and labor-saving tables. In fact it is a veritable mine of arithmetical facts. The compiler has evidently spent a life time in arranging these wonderful tables and in bringing valuable deductions down to tangible figures and arranging them in conveniently accessible form.

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The editor is the Principal of the W. H. Ray School, Chicago, and also co-editor of "The Riverside Song Book," "The Choral Song Book and Instruction Course," etc.

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Word and Sentence Book.

Book I. A Graded Course in Spelling. By John H. Haaren, Dist. Supt. of Schools, New York City. 117 pages. Price, 20 cents. D. C. Heath & Co., New York, Boston, Chicago.

Spelling and composition work for the second, third and fourth years. The problem is to learn words gradually and learn how to use them correctly. Often this work in our schools is carelessly done. This little book has been very carefully prepared, and in the hands of capable teachers will lead to the accurate use of language. It is most heartily commended.

A Source Book of Roman History.

By Dana Carleton Munro, A. M., University of Wisconsin. Cloth, 267 pages. Illustrated. Price, \$1.00. D. C. Heath & Company, Boston, New York, Chicago.

Through his admirable work on the Middle Ages Professor Munro is well known to both teachers and pupils of secondary schools. He refused to call that epoch the "Dark Ages" as so many other historians had done before him, and while granting that there were abuses and social wrongs he pointed out the many laudable institutions of those remote times, and showed that they belonged to a reconstruction period from which sprang the countries of modern Europe. It required a professional historian and one acquainted with the whole range of ancient history to prepare this second book. The author deals not only with pagan Rome and its history from the foundation of the city, but also treats of the first four centuries of the Christian era. He gives extracts not only from Roman writers, but also from Greek historians who visited Rome and of the early Christian authors who wrote during the decline of the empire.



(Concluded from page 16.)

West Des Moines, Ia. Changed from vertical to Morse medial slant (22½ degrees) published by Silver, Burdett & Co.

Boston. Authorized for use as text books in the High Schools: A History of Greece published by Ginn & Company; Commercial Law, published by the American Book Co.; The Geography of Commerce, by Spencer Trotter, published by The Macmillan Co.

Escanaba, Mich. The board has discontinued the vertical and adopted the 33 degree slant.

Crystal Falls, Minn. Changed from vertical to semi-slant.

Stephenson Township, Minn. Change from vertical to old Spencerian system.

Elkhart, Indiana. School Board recently adopted Macfarlane's Commercial and Industrial Geography, published by the Sadler-Rowe Co.

Pueblo, Colo. School Board adopted Macfarlane's Commercial and Industrial Geography for the High School.

Binghamton, N. Y. To be used in night schools: Milne's Arithmetic, Tarr & McMurry's Geographies, Maxwell's Advanced Grammar, Barnes' History and Wentworth's Algebra. The Barnes' slant system of writing was substituted for the vertical.

Kansas City, Mo. The United Confederate Veterans are working on the proposition of getting a school history of the United States which they consider to be impartial and truthful in regard to its treatment of the civil war and events leading up to it.

Lake Linden, Mich. High School has adopted Barnes' Typewriting Instructor.

Zanesville, Ohio. Kellar's First Year in German adopted for high school use.

Racine, Wis. Text books of Art Education adopted for use in the schools. Quantity of Arnold's primer bought to supply all First grades.

Traverse City, Mich. Barnes' Typewriting Instructor has been adopted by the high school.

Highland, Ill. Slant writing system adopted.

Muskegon, Mich. Hughart & Brigham's Geography adopted.

New Haven, Conn. Adopted, Werner's Heimatklang, Henry Holt & Co.; French Syntax and Composition, D. C. Heath & Co.; Harris' German Lessons, D. C. Heath & Co.

St. Paul, Minn. Barnes' Typewriting Instructor has been adopted for the Central High school.

Milwaukee, Wis. Mayne's Modern Business Speller, published by Powers & Lyons, Chicago, has been recommended for adoption in the high schools.

Saginaw, Mich. Webster's History of Congress has been adopted for high school use.

West Des Moines, Iowa. The Morse system, semi-slant, has been adopted for use in the schools.

West Orange, N. J. School Board has adopted "Barnes Shorthand for High Schools."

Manchester, N. H. Harmonic Music System adopted.

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Montgomery's Histories were recently adopted at Dodgeville, Sheboygan Falls and Depere, Wis.

Darlington, Wis. Adopted Smith Arithmetics.

Stanley and Boyd, Wis. Adopted Jones' Readers.

Baltimore, Md. The question whether or not the city can become the publisher of books has been raised in the School Board. The president of the polytechnic institute asked that the contents of certain pamphlets on steam engineering be put in book form for the use of the fourth year classes. One of the reasons why the board has been asked to publish the work is because under the present laws the city could not use the book should it be published by an independent publisher. The law forbids the use of any school book in the schools in which any of the teachers are financially interested.

The most suggestive of recent contributions to pedagogical literature on arithmetic is a monograph entitled "The Outlook for Arithmetic in America" by David Eugene Smith. Ginn & Company offer to send this pamphlet postpaid to any address on request.

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(Concluded from page 16.)

West Des Moines, Ia. Changed from vertical to Morse medial slant (22½ degrees) published by Silver, Burdett & Co.

Boston. Authorized for use as text books in the High Schools: A History of Greece published by Ginn & Company; Commercial Law, published by the American Book Co.; The Geography of Commerce, by Spencer Trotter, published by The Macmillan Co.

Escanaba, Mich. The board has discontinued the vertical and adopted the 33 degree slant.

Crystal Falls, Minn. Changed from vertical to semi-slant.

Stephenson Township, Minn. Change from vertical to old Spencerian system.

Elkhart, Indiana. School Board recently adopted Macfarlane's Commercial and Industrial Geography, published by the Sadler-Rowe Co.

Pueblo, Colo. School Board adopted Macfarlane's Commercial and Industrial Geography for the High School.

Binghamton, N. Y. To be used in night schools: Milne's Arithmetic, Tarr & McMurry's Geographies, Maxwell's Advanced Grammar, Barnes' History and Wentworth's Algebra. The Barnes' slant system of writing was substituted for the vertical.

Kansas City, Mo. The United Confederate Veterans are working on the proposition of getting a school history of the United States which they consider to be impartial and truthful in regard to its treatment of the civil war and events leading up to it.

Lake Linden, Mich. High School has adopted Barnes' Typewriting Instructor.

Zanesville, Ohio. Kellar's First Year in German adopted for high school use.

Racine, Wis. Text books of Art Education adopted for use in the schools. Quantity of Arnold's primer bought to supply all First grades.

Traverse City, Mich. Barnes' Typewriting Instructor has been adopted by the high school.

Highland, Ill. Slant writing system adopted.

Muskegon, Mich. Hughart & Brigham's Geography adopted.

New Haven, Conn. Adopted, Werner's Heimatklang, Henry Holt & Co.; French Syntax and Composition, D. C. Heath & Co.; Harris' German Lessons, D. C. Heath & Co.

St. Paul, Minn. Barnes' Typewriting Instructor has been adopted for the Central High school.

Milwaukee, Wis. Mayne's Modern Business Speller, published by Powers & Lyons, Chicago, has been recommended for adoption in the high schools.

Saginaw, Mich. Webster's History of Congress has been adopted for high school use.

West Des Moines, Iowa. The Morse system, semi-slant, has been adopted for use in the schools.

West Orange, N. J. School Board has adopted "Barnes Shorthand for High Schools."

Manchester, N. H. Harmonic Music System adopted.

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Montgomery's. Histories were recently adopted at Dodgeville, Sheboygan Falls and Depere, Wis.

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Teachers Salaries.

North Cohocton, N. Y. Grade teachers have been advanced \$30 per year, principals \$100 per year.

Dubuque, Ia. County teachers were recently granted an increase of \$2.50 per month in salary.

Traer, Iowa. Teachers holding first grade certificates receive \$33 for spring and fall terms and \$40 for winter; second grade teachers receive \$30 for spring and fall and \$37 for winter.

The average salary of Hamilton County, Tenn., teachers is \$47.95.

Ohio. The minimum salary of teachers as fixed by the Harrison school code, now in the legislature, is \$35 per month.

Superintendent Samuel Andrews of Pittsburgh, Pa., on the subject of the recent increase in teachers' salaries, says: "I believe that it has only begun. In a year I hope to see every girl who begins teaching in receipt of \$40 per month, rising every year by leaps until \$75 a month is reached."

The new scale of salaries goes into effect September, 1904. The increase is \$50 per year for all classes, with a maximum of \$750 as against the former maximum of \$700.

Cincinnati, O. Female teachers in the schools resent the proposed plan now before the Board of Education, by which salaries of the male teachers are to be raised, while the women work on without increase or other recognition. There is no objection to increased pay to the men, but it is felt that similar treatment is due the women, as their duties are just as hard and in every way as efficient as their associates.

Utica, N. Y. The readjustment of salaries will not take effect before the next school year.

The School Board of East McKeesport, Pa., refuses to pay the salaries of teachers who are off duty, giving the substitute the pay of the regular teacher. Substitutes have previously been paid a lower rate.

Rochester, Minn. The salary of all teachers has advanced \$2.50 per month, which after ten years of continuous service obtains a maximum of \$55 per month, regardless of grade.

The directors of Plymouth, Pa., schools have been sued for back salaries due the teachers for two years. The court has been petitioned to remove them from office for neglect of duty. The charges brought are failure to pay teachers' salaries, to provide fuel, and allowing buildings to fall into decay.

Muscatine, Iowa. By the recent abolition of the office of assistant principal in the different

schools, the salaries of the principals have been increased from \$50 to \$100.

Oto, Iowa. The School Board has determined upon the following scale of wages: Principal, \$80; grammar, \$45; intermediate, \$45; primary, \$45.

Beloit, Wis. The salaries of teachers have been increased \$5 per month.

Chenoo, Ill. All teachers received a raise of \$2.50 per month; janitors, \$5 per month.

Clinton Ill. Teachers' wages have been advanced from \$50 to \$55 per month.

Flint, Mich. At a recent meeting of the Board of Education a new schedule of wages for teachers was adopted. The limit in the high school is fixed at \$750, a raise of \$25 a year being given until the limit is reached. In the grades the limit is fixed at \$450, an increase to be made at the rate of \$20 a year until the \$400 mark, after that a raise of \$25 until the limit is reached.

Bloomington, Ill. An increase in teachers' wages has been made. The increase varies from \$2.50 to \$5 per month.

De Soto, Mo. A raise in salary was recently granted all teachers receiving less than \$40 to that sum.

Reading, Pa. The law making the minimum salary of Pennsylvania teachers \$35 a month went into effect June 1, 1904, although the Board of Education made no provision for the increase until Sept. 1. The present schedule of salaries is: First year, \$26; second, \$28; third, \$30; fourth, \$32; fifth, \$34; sixth, \$36; seventh, \$38; eighth, \$40; and after ten years of teaching the amount is raised to \$45.

Worcester, Mass. A petition to have teachers' salaries paid in twelve equal installments instead of ten is at present being opposed by many of the teachers themselves. Under the present plan some who are not good financiers find themselves broke shortly after the long vacation begins. For these the twelve payment plan would be a benefit. The more level-headed teachers, however, have been slow in favoring the change. They say that it is better for them

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to have all their pay in hand in July than to wait for it and let the city have the interest on it. They also figure out that half-pay on account of sickness, on a basis of ten payments, would be considerably more than on the twelve payment basis.

Binghamton, N. Y. The salary of all beginning teachers was raised from \$360 to \$380, making an increase of about \$100 a year in the salaries of new teachers.

Reading, Pa. The increase of salaries brought many clerks and stenographers back to their former employment of teaching.

Salem, O. Teachers' salaries were raised from \$45 a month to \$47.

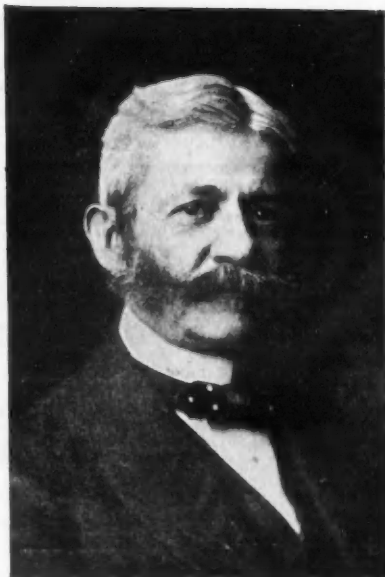
Kansas City, Mo. As a result of the agitation recently begun by the teachers, the Board of Education has fixed a new schedule of salaries, providing a substantial increase for all grade teachers in the schools.

Teachers in the grades shall be paid \$500 for the first year's service, \$550 for the second, \$600 for the third, \$650 for the fourth, and \$720 thereafter, provided each year's service shows advancement in teaching and governing.

Teachers of not less than four years' experience in graded school work when first employed by the Board of Education shall be paid \$650 for one year and \$720 thereafter, provided their work is in every way satisfactory.

Substitute teachers shall be paid \$250 per year.

Experienced kindergarten teachers shall be paid \$450 for the first year's service, \$500 for the second, and \$550 thereafter, provided each year's service shows advancement in teaching and governing.



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And all teachers receiving the salary of \$720 are entitled to take an examination in August of this year on four professional and culture subjects and upon passing such an examination they shall receive a salary of \$760. And after passing the second professional examination they shall receive a salary of \$800.

Teachers shall receive pay for the week schools are not in session during the Christmas holidays.

Chicago, Ill. The salary of substitute teachers of household arts and manual training, teachers of the deaf and teachers of crippled children has been fixed at \$3.50 and \$4 per day, according to experience.

SPECIAL STUDIES.

Winona, Minn. Sewing has been added to the list of studies for girls in the seventh and eighth grades.

Philadelphia, Pa. A large majority of the school principals have returned a verdict in favor of the vertical system of handwriting. The principals agreed at a recent meeting that the system is more easily taught and that it is an improvement on the old Spencerian system. They recommend its use in the lower grades

force of circumstances, the board has prepared a two years' course of commercial studies, which will give them a good grounding in the English studies and some knowledge of the commercial studies.

For such pupils as are unable to pursue the full course, through force of circumstances, the board has prepared a two years' course of commercial studies, which will give them a good grounding in the English studies and some knowledge of the commercial studies.

JAPANESE PATRIOTISM.

Societies and associations have been organized in Japan to relieve the families of the fighting men, and every one makes certain contributions to the relief fund. Some men contribute money or goods, some their labor, and most of the lint and bandage used for the wounded are the work of women, from the Empress down to the peasant girl. Little boys and girls willingly forego their daily sweetmeats, and give the small moneys thus saved to the relief societies. A boy eleven years old in a country school made one day a contribution of two yen. It was thought too much for a country boy's gift. The school teacher and the elderman of the village suspected the money might have been given the lad by his parents to satisfy his vanity; in which case it should be admonished against. An inquiry was accordingly made, and brought out the fact that the boy had actually earned the money for the purpose by devoting his play-hours to the making of straw sandals. Even some criminals working in prisons have made several applications to contribute their earnings to the funds, though their wishes have not been complied with. In every village a compact has been made that those remaining at home should look after the farms of those at the front, so that their families may not be disappointed of the usual crops. Since the outbreak of the war the government's bonds have been twice issued at home, and each time the subscription more than trebled the amount called for, the imperial household taking the lead by subscribing 20,000,000 yen. Thus the hardships of the war are cheerfully borne by every man, woman and child in the land.—Nobushige Amenomori, in the October Atlantic.

CORPORAL PUNISHMENT.

When all other means fail in Columbus, O., it is permitted. The teacher must punish in the presence of the principal and the class.

In New Haven, Conn., it is permitted in extreme cases, but never at the same session of

school at which the offense was committed, and a monthly report must be made to the superintendent.

Much the same rule governs in Fall River, Mass., and in St. Joseph, Mo., while in Omaha, Neb., teachers are required to govern by kindness and by appealing to the affections and sentiments.

In Los Angeles, Cal., and in Memphis, Tenn., corporal punishment, while not prohibited, is condemned and restricted to extreme cases.

The authorities of Boston do not prohibit, but forbid it in high schools and in kindergartens. A rattan must be used in other schools, and the hand only struck. Each case must be reported.

SCHOOL BUILDINGS.

(Concluded from page 10.)

if made wide enough, can be provided. Each cloak-room should be lighted from the outside and thoroughly ventilated, and should be equipped with hooks properly numbered.

The entrance to the cloak-room is governed very largely by the system adopted for the arrangement of the school. The most popular arrangement is for the pupils to enter at one end of the cloak-room and enter the school-room from the other, passing through after having left their coats and wraps.

There should be an entrance to the school-room from the corridor. Each room should be numbered, beginning on first floor, left hand corner and in order around the building, then upstairs the same way. The cloak-room should not be less than four feet wide where used by both sexes; three feet is wide enough where separate cloak-rooms are provided.

Sixth—Each school-room should be liberally supplied with slate black-board surface, particularly in the front and rear of the room.

Each window should be equipped with an adjustable window shade.

INTERESTING, IF TRUE.

One grain of the active principle in Stuart's Dyspepsia Tablets will digest 3,000 grains of meat, eggs or other wholesome food, and this claim has been proven by actual experiment which anyone can perform for himself in the following manner: Cut hard boiled eggs into very small pieces, as it would be if masticated, place the egg and two or three of the tablets in a bottle or jar containing warm water heated to 98 degrees (the temperature of the body) and keep it at this temperature for three and one-half hours, at the end of which time the egg will be as completely digested as it would have been in the healthy stomach of a hungry boy.

The point of this experiment is that what Stuart's Dyspepsia Tablets will do to the egg in the bottle it will do to the egg or meat in the stomach and nothing else will rest and invigorate the stomach so safely and effectually. Even a little child can take Stuart's Tablets with safety and benefit if its digestion is weak and the thousands of cures accomplished by their regular daily use are easily explained when it is understood that they are composed of vegetable essences, aseptic pepsin, diastase and Golden Seal, which mingles with the food and digest it thoroughly, giving the overworked stomach a chance to recuperate.

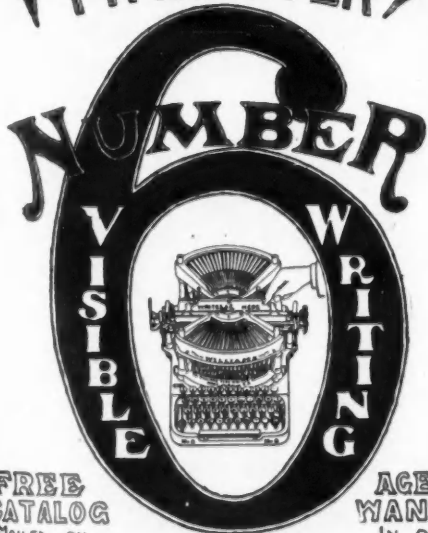
Dieting never cures dyspepsia; neither do pills and cathartic medicines, which simply irritate and inflame the intestines.

When enough food is eaten and promptly digested there will be no constipation, nor in fact will there be disease of any kind because good digestion means good health in every organ.

The merit and success of Stuart's Dyspepsia Tablets are world wide and they are sold at the moderate price of 50 cts. for full sized package in every drug store in the United States and Canada, as well as in Europe.

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For the Dyspeptic

Half a teaspoon of **Horsford's Acid Phosphate** in half a glass of water after meals gives perfect digestion.

Horsford's Acid Phosphate cures nervous and sick headache, the sense of oppression, distress and that "all gone" feeling. It reaches forms of Dyspepsia and Nervous troubles that no other medicine seems to touch.

Horsford's Acid Phosphate

If your druggist can't supply you, send 25 cents to RUMFORD CHEMICAL WORKS, Providence, R. I., for sample bottle, postage paid.

Limit is Reached.

"These blooming correspondence schools ought to be suppressed," snorted the old editor, throwing down the paper he was reading, they're trouble breeders."

"Why," remarked his assistant, "I never heard you exclaim against them before."

"No, but here's one of them that offers to teach people to write poetry."

Teacher—Now, Freddy, can you tell me how many seasons their are?

Freddy—Yes, ma'am. Two.

Teacher—Only two. Well, name them.

Freddy—The baseball season and the football season.

Lady—"How dirty your face is, little boy!"

Boy—"Yes'm, we ain't had no school for more'n a week."



Schoolmaster (arguing)—Now, then we must assume that the earth is round in shape.

Soldier—Better assume that it is in bad shape.

Aus der Mädchenschule.

Lehrerin: "Was ist ein Tunnel?"

Höhere Tochter: "Meistens immer zu kurz!"

Historisch begründet.

Lehrer: "Was will das Sprichwort: 'Rom wurde nicht an einem Tage erbaut' belegen?"

Karlchen: "Das damals die Mauerer auch schon langjam gearbeitet haben."

New Year's Class.

"This is the first class in geography, I believe," said the visiting school director. "I desire to ask one question."

"Yes, sir," replied the teacher.

"Where was Korea?"

Teacher—Willie, give me a sentence in which the term hook-and-eye is used.

Willie—Me an' pa went fishin'. Pa told me t' bait m' hook an' I did.—Baltimore American.

Neighbor—What was the trouble over at your house, yesterday?

Patrice—Oh, I had some of the school-girls here and we were trying a class song.

"Oh, were you singing? I thought you were giving your class yell!"

Kidder—My sister believes in making little things count.

Katherine—Economical, eh?

Kidder—No. She teaches arithmetic in a kindergarten.

Daily Child Story.

Tommy: "Papa, didn't you say it was wrong to strike anyone smaller than yourself?"

Papa: "Yes, my son. It's both wrong and cowardly."

Tommy: "Well, I wish you'd write and tell my teacher. I don't think she knows it."

A Hard Case.

Mrs. A.—Do you send your little boy to a private school?

Mrs. B.—Yes, as long as they'll keep him. When I send him to the public school he is usually suspended once a month, but between the two I manage to keep him going about all the time.

Sans Temperature Regulation.

School Janitor (indignant)—"I'm going to make it hot for you."

Principal—"But isn't that contrary to all precedents?"

The Teacher Quit.

A complaint reached the office of the State Superintendent of Nebraska relative to the course and conduct of Superintendent Carrington, of Nemaha county. It seems he visited one of his schools one afternoon, and finding the schoolroom in a dirty condition, he sent the teacher and the smaller children home and with the aid of the older ones "scrubbed out." The Board members were indignant, but the complaint was turned down.

"Hurrah for Carrington!" exclaimed State Superintendent Fowler, when he learned of the incident. "That reminds me of a story of Dan Stephens, of Fremont. Some twelve years ago or more, when he was superintendent of Dodge

"Books that you may carry and hold readily in your hand, are the most useful after all."—SAMUEL JOHNSON.

This illustrious writer must have had in mind a book resembling the new

PENCIL GEOGRAPHY

just issued by the JOSEPH DIXON CRUCIBLE COMPANY. It is convenient in size and shape, handy to carry in the pocket, and just enough in it to be easily read without fatigue. It is patterned after the old school geography of forty years ago in which the subject was taught by means of questions and answers. It contains answers to the many questions which are being continually asked as to where the materials come from out of which Dixon's American Graphite Pencils are made, and also how they are put together. We know it will help you in your work in the schoolroom.

Copies of this little book will be sent to all teachers free of charge.

JOSEPH DIXON CRUCIBLE CO., Jersey City, N. J.

county, he found a schoolhouse with a very dirty floor. He asked the teacher for an explanation. 'Why,' said the man, 'I sweep out every week, and one week I swept twice, but it was no better.'

"Your certificate," said Dan, 'is herewith revoked.'

The Personal Pronouns.

Teacher—What are the three personal pronouns?

Pupil—He, she and it.

Teacher—Give an example of their use.

Pupil—Husband, wife and baby.

A new scholar was admitted, and the teacher to whose room she was assigned, being busy at that time, pointed to a front seat and said: "Sit there for the present."

Dismissal time came, and all the pupils passed out except the little one, who sat perfectly still.

"What do you wish?" asked the teacher.

With a meek look the child replied, "I'm waiting for the present."

"English" in Porto Rico.

Early in my work as a teacher in Porto Rico, writes Ida Byres in the Boston Transcript, I was startled in reading a translation handed me by one of my women teachers. I did not then appreciate how universal in Spanish conversation and literature are such expressions as that in the closing sentence of the following:

"Played some boys on the shore of a small lake. On it they threw paper boats. One of them saw a frog and threw it a stone. All more boys began to do the same, and in a short time fell the stones as a rain over all extension of the water.

"A great frog appeared to the contrary shot, said them:

"Don't throw, by God, more stones; for it which for you is a diversion, is dead for us."



Teacher—Willie, what would be the first thing to do if a boy should be sun-struck?

Willie—Let him stay home from school.

MODERN
A AMERICAN
SCHOOL
BUILDINGS

Treatise on School House Construction. 8vo. xxi. + 441 pp. Cloth, \$4.00. First twelve chapters presented for first time. Chapters XIII. and XIV. were papers prepared for State Board of Health Reports. Chapter XV. is composed of papers originally written for architects and builders and last chapter compiled to complete series. 89 full page illustrations. Sample pages and illustrations on application. JOHN WILEY & SONS, Publishers, New York.

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Hexagon Shape, Orange Polish, containing a High Grade, Thick, Soft, Very Black Lead.

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We do first-class work only, and at very reasonable prices.

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RULES AND REGULATIONS.

Chicago, Ill. The Board of Education has found it necessary to adopt a rule directed against those who participate in strikes. These strikes have become a serious menace to the discipline and attendance at the schools. Following is the text of the new rule: "Every pupil over 14 years, who shall go on a 'strike' shall be suspended from school by the principal, who shall forthwith notify the parent or guardian to that effect. No such pupil shall be allowed by the principal to resume connection with the school until re-instated by vote of the Board of Education, upon recommendation of the Superintendent of Schools."

Boise, Idaho. The Board has adopted a set of rules governing the conduct of the pupils in their relation to the schools. The principal regulations forbid the use of tobacco and the congregating of boys at unseasonable hours upon street corners near the school buildings.

St. Paul, Minn. The School board has made a change in the rules governing the award of honors to graduates of the high schools. First and second honors will go to the pupils having the highest honors in scholarship throughout the

course. Eight additional honor pupils will be selected from the fourth of the remainder of the class standing the highest in scholarship. It is provided the principals may exclude from the competition pupils who are deficient in rhetorical work.

The rule for determining the standard of scholarship has been changed so that the unannounced tests shall count one-third, the daily recitations one-third, and the final examinations one-third. Heretofore the final examinations have counted one-half and the others one-fourth.

Cleveland, Ohio. The Board of Education has adopted a resolution prohibiting the solicitation of contributions from teachers for any purpose whatsoever, by any officer or employee of the Board, or by any person superior in authority to the teachers in the schools.

Another resolution adopted fixes the Wednesday preceding Thanksgiving as donation day. On this day gifts of money or articles may be received for the decoration, equipment and furnishing of the school buildings. Provision is made that such gifts may be deposited at the Board of Education offices or with the school principals, who shall report them to the Board. Donors may designate the special purpose of their gifts and their wishes in the use and distribution of the same shall be observed. A receipt must be given for each gift valued at \$1 or more.

Elizabeth, N. J. The Board of Education has just finished revising its rules governing the schools. The following are the most important changes made:

The term of the superintendent has been fixed at seven years, that of the secretary at five years, and the medical inspectors at one year.

An accredited list has been established from which the superintendent is expected to recommend teachers to fill all vacancies. Teachers are first employed for a probationary term of five months, at the end of which time, if the work is satisfactory, the position is made permanent. If the work is unsatisfactory, but gives promise of ultimate success, the probationer is permitted to continue to the end of the school year, and then dropped or given a permanent position. All teachers who have been given a permanent position hold the same during efficiency.

Principals are required to follow teachers closely and report to superintendents the character of the work done by each teacher.

The salaries have been graded with a regular increase of from \$25 to \$75 per year for six years. Every teacher receiving a rating of 80 per cent. from her principal and the superintendent is entitled to the regular increase.

Certificates are granted by the Board of City Examiners. This board also examines for admission to the high school and normal training class, and may accept satisfactory evidence of work completed in other schools.

Certificates are of three grades. (1) Professional certificate granted in accordance with rules of the State Board of Education. (2) High school grade, granted to those holding

state certificate. (3) Grammar and primary certificates, granted to those passing psychology, science of education, drawing and subjects required for a first grade county certificate.

Applicants for principalships must hold professional state certificate and must be able to prove past efficiency.

Saginaw, Mich. The Board has passed a regulation making the president of the Board a member, ex-officio, of all committees.

Milwaukee, Wis. The Board of School Directors has adopted a regulation requiring principals to personally take charge of classes whenever teachers are absent, on visiting days, and perform all duties in relation to the instruction of pupils as are required of the teacher. The regulation applies only to schools having less than fifteen teachers.

It is believed that a considerable saving will be effected by the plan and that it will tend to make the principals more familiar with the teachers' work. Actual class instruction will yield a more thorough knowledge of the actual conditions of the school and the individual merit of the various teachers than can be secured under the ordinary supervisory method.

W. C. Warfield, who was formerly with D. C. Heath & Co., and later with Rand-McNally, will now represent the Macmillan Company in Western Pennsylvania. Mr. Warfield was at one time superintendent of schools at Covington, Ky.

Jonathan Piper, the veteran bookman, died at Honey Creek, Wis., last month.

THE VALUE OF CHARCOAL.

Nearly everybody knows that charcoal is the safest and most efficient disinfectant and purifier in nature, but few realize its value when taken into the human system for the same cleansing purpose.

Charcoal is a remedy that the more you take of it the better; it is not a drug at all, but simply absorbs the gases and impurities always present in the stomach and intestines and carries them out of the system.

Charcoal sweetens the breath after smoking, drinking or after eating onions and other odorous vegetables.

Charcoal effectually clears and improves the complexion, it whitens the teeth and further acts as a natural and eminently safe cathartic.

It absorbs the injurious gases which collect in the stomach and bowels; it disinfects the mouth and throat from the poison of catarrh.

All druggists sell charcoal in one form or another, but probably the best charcoal and the most for the money is in Stuart's Charcoal Lozenges; they are composed of the finest powdered Willow charcoal, and other harmless antiseptics in tablet form or rather in the form of large, pleasant tasting lozenges, the charcoal being mixed with honey.

The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath and purer blood, and the beauty of it is, that no possible harm can result from their continued use, but on the contrary, great benefit.

A Buffalo physician in speaking of the benefits of charcoal says: "I advise Stuart's Charcoal Lozenges to all patients suffering from gas in the stomach and bowels, and to clear the complexion and purify the breath, mouth and throat; I also believe the liver is greatly benefited by the daily use of them; they cost but twenty-five cents a box at drug stores, and although in some sense a patent preparation, yet I believe I get more and better charcoal in Stuart's Charcoal Lozenges than in any of the ordinary charcoal tablets."

Dust and Disease

Do you know that dust has become such a factor in the spread of disease that there is now a regular dust disease?

The number of deaths every year directly traceable to dust is appalling.

You can't afford to neglect this subject.

We claim we can reduce the dust in your school rooms 97 per cent.

That's pretty strong, isn't it?

Did you ever stop to think that we wouldn't dare to make this statement if we couldn't prove it?

Be convinced.

Ask us to send you a Brush on approval. We will.

MILWAUKEE DUSTLESS BRUSH CO.
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ALABAMA.

Birmingham—Competitive plans preparing for manual training school.

ARKANSAS.

Tupelo—School costing \$3,000 is being erected. Millcreek—School nearing completion. Eldorado—Two-story school to be erected according to plans of Architect L. M. Weathers, Memphis, Tenn.

CALIFORNIA.

Longbeach—Plans by Architect Henry F. Starbuck for erection of school. Pasadena—Twelve-room, \$34,000 school to be erected. Oakland—Site selected at junction of College Avenue and Second Street. Los Angeles—Architects M. Paul Martin and N. D. Barker have plans for erection of school on W. Third Street and Ray Avenue.

COLORADO.

Valverde—Architect William Cowe planned school. Pueblo—Plans are being prepared by Architects Robt. S. Roeschlaub & Son, Denver, for erection of high school.

CONNECTICUT.

New Haven—School to be erected. Terryville—To erect school. Waterbury—Bunker Hill school district instructed to prepare plans for school.

DISTRICT OF COLUMBIA.

Washington—Plans are being prepared for erection of cathedral school for boys to cost \$300,000.

GEORGIA.

Augusta—To erect school. Edgewood—To issue \$12,000 for erection of school. Zebulon—Work has been started on Griffin District Institute.

ILLINOIS.

Clinton—To erect 2-story, 8-room school; cost \$15,000. Chicago—Jefferson Park school to be erected at a cost of \$100,000. Paris—\$35,000 high school to be erected. Chicago—Plans completed by Architect R. B. Williamson for \$100,000 addition to William Penn Nixon school. Ottawa—School to be erected in District No. 1. Chicago—Two-story school to be erected on Seventy-fourth Street; cost \$30,000. Royal Center—\$30,000 high school to be erected; architect, Paul O. Moratz. Sorento—\$10,000 school is under construction. Shullsburg—To rebuild school. Rockford—Jackson school nearing completion. Chicago—Voted \$350,000 for manual training high school to be erected on Division and Sedgwick Streets. Also to reconstruct Washington school at North Morgan and Ohio Streets. Sharpsburg—Harris high school nearing completion. Manhattan—Tierney school is under construction.

INDIANA.

Lafayette—Decided to erect addition to Linwood school; cost \$20,000. Ft. Wayne—To issue \$125,000 in bonds for erection of two schools.

INDIAN TERRITORY.

South McAlester—Will issue \$150,000 in school construction bonds. Mangum—Site secured for erection of high school.

IOWA.

Des Moines—Two schools to be erected in Walnut Township. Dubuque—Plans preparing by Architect John Spencer for 3-story seminary for the German Theological Seminary; cost \$40,000. Fort Dodge—School to be erected in District No. 2. Pisgah—\$3,500 school nearing completion. Gilmore City—School under construction; architect, T. W. Reely. Davenport—Griswold College is nearing completion. Emmetsburg—\$12,000 parochial school to be erected. Des Moines—

St. Ambrose parish to erect school. Grinnell—School soon to be completed. Crawfordville—School under construction. Carroll—Preparing to erect large parish school. Mason City—High School under construction.

KANSAS.

Gas—School destroyed by fire to be rebuilt. Hutchinson—Plans drawn for parochial school.

KENTUCKY.

Cynthiana—\$35,000 in bonds issued for erection of school. Blandville—To rebuild college recently destroyed by fire.

LOUISIANA.

New Orleans—St. Joseph parochial school to be erected at cost of \$89,000.

MARYLAND.

Baltimore—\$120,000 has been set aside for erection of Eastern Female High School. Also plans by Architects Parker & Thomas have been accepted for John Hopkins University.

MASSACHUSETTS.

Fall River—Architects Louis G. Destramps & Son completed plans for parish school to be erected on Division Street. Springfield—Site selected on Elliott Street for erection of technical high school; Architects, Gardner & Gardner.

MICHIGAN.

Detroit—Two-story, \$50,000 school to be erected according to plans of Architects Malcomson & Higginbotham. St. Clair—Parochial school to be erected. Marquette—St. Peter's Roman Catholic parish will erect parochial school. Traverse City—School in Inland Township under construction. South Grand Rapids—Addition to be erected to school in District No. 9, Wyoming Township.

MINNESOTA.

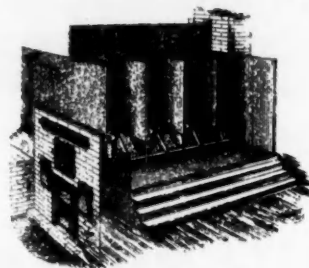
Ely—Architects F. L. Young & Co., Duluth, prepared plans for high school; cost \$40,000. Le Sueur—Work has been begun on addition to Kasota school; cost \$3,000. Becker County—Independent District No. 1 to erect \$4,000 school. Pine County—Independent District No. 29 will erect school. Morgan—Parochial school to be erected. Milnor—\$10,000 school nearing completion. Redwood Falls—Plans ready for high school. Fergus Falls—\$45,000 in bonds issued for erection of schools. Kasota—Addition to be erected to school. Rutledge—Plans completed for school to be erected in District No. 55. Northome—Will erect 2-story school.

MISSISSIPPI.

Brookhaven—To erect additions to Whitworth College.

MISSOURI.

St. Louis—Architect W. B. Ittner is preparing plans for the buildings for the Shepard and Shields schools; cost \$130,000. Memphis—School under construction. Miami—Architect J. B. Patrick, Brookfield, has plans for school. Webster Groves—To issue \$30,000 in bonds for erection of high school. Jefferson City—Have issued \$10,000 in bonds for erection of school in Grundy County. St. Louis—To erect school to cost \$30,000.



Dickson Dry Closet for School and Public Buildings.

We guarantee each closet to give perfect satisfaction or no pay.

Send for Catalogue and prices.

DICKSON HEATING & VENTILATING CO.,
PEORIA, ILLINOIS.

MONTANA.

Missoula—Bonds issued to the amount of \$45,000 for erection of school.

NEBRASKA.

Hastings—Disposed of \$40,000 in bonds for erection of schools. Kearney—Normal school under construction; architect, Geo. Berlinghoff, Beatrice. Geneva—Selected Architect J. H. Craddock, Lincoln, to draw plans for school. Endicott—Bonds to be issued for erection of school in District No. 7. Palmyra—Voted bonds for erection of school.

NEW JERSEY.

Harrison—Twelve-room, \$40,000 school to be erected on south side of Cross Street. Trenton—Site selected on Notch Road for erection of normal school; cost \$25,000. Newark—Montclair Heights selected as site for normal school.

NEW YORK.

Syracuse—Four-room, \$15,000 additions to be erected to the following schools: Andrew Jackson school, Garfield school, Washington Irving school, Sumner school, Groton school, Delaware school, Putnam school; also to erect 8-room school to replace Vine school; cost \$30,000; and \$65,000 school will replace Salina school. Auburn—Plans prepared by Architects Conkling & Dunning for erection of 2-story parochial school. Keuka Park—Architects Wing & Mahurin, Ft. Wayne, Ind., are preparing plans for 3-story colonial college; cost \$12,000. Evans Mills—Architects Williams & Johnstone, Ogdensburg, have plans for \$8,000 school. Auburn—To issue \$40,000 in bonds for high school. Brooklyn—\$75,000 annex to be erected to Pratt Institute. Scotia—Site selected for school. Buffalo—School to be erected. New York—Architect C. B. J. Snyder has plans for erection of school corner Madison and Jackson Streets; cost \$345,000. Bolyar—To erect \$25,000 school. New

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York—Architect C. B. J. Snyder has plans for erection of school on corner of Washington and Wendover Avenues; cost \$240,000.

NORTH DAKOTA.

Sykeston—School to be erected in District No. 12. Cooperstown—School is being completed. Wahpeton—Site selected for erection of Indian school. Dunseith—School to be erected. Esmond—Will erect school. Goodrich—To erect \$4,000 school. Edinburg—Will erect school.

OHIO.

Evanston—Plans for erection of school are being prepared by Architect Ed. H. Dornette, Cincinnati; cost \$70,000. Cincinnati—Twelve-room school to be erected on McAlpine and Clifton Avenue. Lancaster—High school to be erected on Mulberry Street. Mansfield—Issued \$15,000 in bonds for erection of high school. Conneaut—Architects J. E. Potter & Co. are preparing plans for an addition to high school.

OKLAHOMA TERRITORY.

Helena—To erect county high school; cost \$40,000. Guthrie—To issue \$50,000 in bonds for erection of school in District No. 62.

PENNSYLVANIA.

Pittsburg—Plans by Architects Palmer & Hornbostel, New York, N. Y., have been selected for erection of Carnegie Technical School; cost \$5,000,000. Newcastle—Architect W. G. Eckles has plans prepared for \$25,000 school. Doylestown—Two-story addition to school planned by Architect A. B. Lacey, Philadelphia. Slaterun—To erect additional story to school. Shenandoah—Have completed high school. Connellsville—Four-room school has been completed. Philadelphia—Plans completed for five schools; to cost altogether \$2,200,000. Carnegie—To erect 2-story addition to school. Washington—Seventh Ward school under construction. Bellevue—\$50,000 school on Bryant and Euclid Streets under construction; plans by Architect W. J. Shaw. McKeesport—Site selected in South Park District for erection of school; plans being prepared. Philadelphia—St. Luke's M. E. Church will erect \$25,000 school; architects, Ballinger & Perrot. Peckville—Architect Percival Morris, Scranton, planned high school. Muncie—To erect school. Shamokin—Two 15-room school to be built at a cost of \$84,000. Pitman—Addition to be erected to school. Milton—Addition to be erected to Helburn Street school. Wilkinsburg—School to cost \$50,000 will be erected. \$90,000 school will be erected. Redlion—Voted to issue \$10,000 in bonds for erection of school.

SOUTH CAROLINA.

Orangeburg—Plans prepared by Architect George

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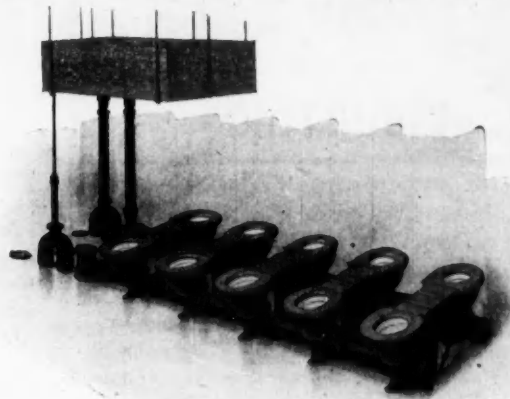
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TENNESSEE.

Pulaski—To rebuild Martin College. Falling Water—School to be erected. Halls—Large addition to be erected to college here. Jackson—To rebuild Lane College.

TEXAS.

Texarkana—\$35,000 high school is completed. Moody—\$12,000 in bonds voted for erection of schools. Elmo—\$5,000 school is being erected. Oceanville—\$3,000 school has been completed. Ft. Worth—Catholic institution to be erected at Arlington Heights; cost \$50,000. Austin—Approved bonds for \$80,000 for erection of school. Rusk—\$13,000 in bonds to be issued for erection of school. West—\$12,000 in bonds approved for erection of school. Mexia—Voted \$15,000 in bonds for erection of school. Port Arthur—To erect \$80,000 school.

VIRGINIA.

Norfolk—To erect school in Prentiss Place; cost \$4,500.

WEST VIRGINIA.

Martins Ferry—High school is completed. McMechen—To erect school. Benwood—Work has been started on addition to parochial school. Elmgrove—Plans are being drawn for boys' manual training school; cost \$75,000.

WISCONSIN.

Milwaukee—\$20,000 addition to St. Ann's parochial school under construction. Marshfield—School to be erected. Theresa—Architect Marshall O. Pillsbury, Fond du Lac, is preparing plans for 2-story school; cost \$8,000. Watertown—To erect another building to Northwestern University; cost \$50,000.

BOOKS RECEIVED.

The Culture Reader. Book Two.—For second half-year. By Ellen E. Kenyon-Walker, Pd.D. Edited by Jenny B. Merrill, Pd.D. Ethical Theme—Industry. 124 pages.

Manual of the Natural Method of Reading.—By Ellen E. Kenyon-Walker, Pd.D. 31 pages. D. Appleton & Company, New York, Chicago.

House and Home.—By Mary Elizabeth Carter. Edited by Mrs. Margaret

E. Sangster. \$1.00 net. A. S. Barnes & Company, New York.

The Courtesies—A Handbook of Etiquette. By Miss Eleanor B. Clapp. Price, \$1.00 net. A. S. Barnes & Company, New York.

The Second Book of Anatomy, Physiology and Hygiene.—By J. A. Culler, Ph. D. Illustrated. 275 pages.

The Third Book of Anatomy, Physiology and Hygiene.—By J. A. Culler, Ph. D. 364 pages. J. B. Lippincott Company, Philadelphia.

Raphael. By Sarah K. Bolton. 50 cents, net. Postage, 5 cents. Thos. Y. Crowell & Company, New York.

Richard Wagner. By Nathan Haskell Doyle. 50 cents, net. Postage, 5 cents. Thos. Y. Crowell & Company, New York.

Ralph Waldo Emerson. By Sarah K. Bolton. 50 cents, net. Postage, 5 cents. Thos. Y. Crowell & Company, New York.

The Sonnets of Shakespeare. With Introduction and Notes. List price, 60 cents; mailing price, 65 cents. Ginn & Company, Boston, New York, Chicago.

The Arabian Nights' Entertainment. Edited by Clifton Johnson. 258 pages. 16mo, cloth. Price, 25 cents.

Gulliver's Travels. Edited by Clifton Johnson. 258 pages.

Old English Ballads and Folk Songs. Selected and edited by William Dallam Ames. 222 pages.

Hawthorne's Grandfather's Chair. Edited by Homer H. Kingsley. 336 pages. 16mo, cloth. Price, 25 cents each. The Macmillan Company, New York, Boston, Chicago. Sold by Geo. Brumder Book Department, Milwaukee, Wis.

Panama Canal Map. Published by E. J. Beverstock, Washington, D. C. Price, 50 cents. Sold by Geo. Brumder Book Department, Milwaukee, Wis.

Course of Study for the Common Schools. Third General Revision, with Agriculture and Household Arts, August, 1903. Revised by the Standing Committee of the County Superintendents' Section of the State Teachers' Association. 216 pages. Price, 25 cents. C. M. Parker, Taylorville, Ill.

A Short History of England. By Edward P. Cheney. 12mo, cloth, 695 pages. Illustrated. List price, \$1.40; mailing price, \$1.55. Ginn & Company, Boston, New York, Chicago.

History of the World. By Charles Morris. 576 pages. J. B. Lippincott Company, Philadelphia.

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(Concluded from page 16.)

F. H. Bassett has established a factory near Waterbury, Conn., for the manufacture of adjustable window shades for schools.

Toledo, O. The board has recommended the installation of the Colvin Heat Indicator in one of the schools. It is not clearly understood by us whether this system proposes to merely indicate or control the temperature. The price asked is \$15 per room for the equipment.

Lowellville, Ohio. The board of education has purchased furniture for five rooms from the American School Furniture Co.

Hancock, Mich. The Board of Education has bought a Smith-Premier typewriter for instruction purposes.

The extraordinary value of the Smith-Premier typewriter for instruction and general purposes has long been recognized by boards of education. The following cities have recently installed machines in their high schools: Iola, Wis., Altoona, Pa., Manfield, Ohio, Plymouth, Mass., St. James, Minn., White Plains, N. J., Port Chester, N. Y., New York City, N. Y., Cherokee, Board of Education, Talequah, I. T.

Lancaster, Ohio. The board has contracted for 300 Columbia desks manufactured by the American School Furniture Co.

Wellsboro, Pa. A Crowell Cabinet has been purchased from the Columbia School Supply Co.

The Squires Inkwell Co., is pushing the sale of its new No. 10 flush inkwell. This promises to become as popular as the "Squire's No. 3," which is now more extensively used than any other inkwell on the market. The new device is easily adjusted to any desk and has a nicked lid that will not rust. Prices and circulars will be mailed by addressing the company at 117 8th St. Pittsburg, Pa.

Philadelphia, Pa. Owing to a lack of funds and consequently a lack in text books and supplies the Board of Education is unable to open several new school buildings in overcrowded districts.

Cedar Rapids, Ia. This may certify that we have purchased for our free text-books the Holden Patent Book Cover, and we have found the same to be entirely satisfactory. It wears well and is easily adjusted. Our dealings with the company have been entirely satisfactory.

South Bend, Ind. Contract for school desks awarded to Muskegon Furniture Company, and Knobloch & Jones.

Milwaukee, Wis. The contract for cardboard counters awarded to Thomas Charles Co.; for science apparatus and supplies to the Central Scientific Co.

Guthrie, Okla. The contract for opera chairs for the new county high school has been awarded to Jasper Siper of Oklahoma City.

Jersey City, N. J. Contract for school desks awarded to the American School Furniture Co., New York; for assembly chairs to Hayward Bros. & Wakefield Co., New York; blackboards to New York Silicate Book Slate Co.

Chicago. A number of the older schools will be supplied with steel ceilings in place of the present plaster ceilings, which have become dangerous.

Greater New York. The contract for the supplies of pencils for 1905 has been awarded to the Joseph Dixon Crucible Co.

The Taylor-Holden Company, Springfield, Mass., are publishing "Notes for Mechanical Drawing," arranged by Frank E. Mathewson, instructor in drawing in the Mechanic Arts high school and the Evening School of Trades of Springfield. The book is not a text-book, but is simply a collection of notes, exercises and problems for a four-years' course in machine drawing. The problems cover exercises in projection, constructive drawing, the helix and screw threads, calculations from formulae of machine and engine parts, isometric drawing, cams, mechanical motions with the laying out of the diagrams of motions, and the laying out of the involute and epicycloidal forms of gear teeth and their application to spur, rack, interval, miter, and level gears. No space is taken up with lengthy descriptions of drawing which had better be made by the instructor in class. The book is so bound that the leaves are loose ones and can be withdrawn and inserted at any time. These pages are sold separately, so that such problems can be selected as are desired. The Taylor-Holden Company will have ready on November 1, a series of ten plates, 8 by 11 inches, by the same author arranged for classes in architectural drawing.

THE ARTIFICIAL SLATE INDUSTRY.

"For nearly forty years we have manufactured the highest grade silicate goods that can be produced and supplied the trade in this country and most all foreign cities throughout the world, and as far as we know we have never lost a customer, which speaks volumes for the manufacturer and the goods."

So spoke Mr. John B. Coles, president of the New York Silicate Book Slate Co., recently in an interview with the writer.

"Orders arrive to-day the same as they did forty years ago," continued Mr. Coles, "and with the increased number of customers and the constant increase of the sale of the goods, has placed us in a position to compete with any house as to price, quality and the manufacture of the product. We have been considered pioneers in our line of goods and held the position with the trade as manufacturing the highest standard of staple goods that could be produced."

"This ought to be ample proof of the fact that the industry in which we are engaged possesses the elements of permanency."

"Speaking of our own business I can only say that we are more than pleased."

"For instance, only recently we submitted a sample, 3x5 inches, of our Silicate Blackboard Plate and in return mail came the order for 120,000 square feet, taking nearly 65 tons of stock. The order was shipped in 30 days. Again samples were requested on our best grade blackboard cloth (Lapilinum) and likewise the order was received the following day for 5,000 yards. This was shipped in 30 days."

"We have supplied the Boards of Education of New York and Philadelphia for thirty-six years, which is a sufficient guarantee, besides 67 Boards of Education in the principal cities, also the United States government for twenty-four years. We supplied all the schools in Havana (300,000 Silicate framed slates, 7x11 inches, and 500 blackboards, 4x8 feet), and Porto Rico, Cuba, Manila, P. I., and ship goods to all parts of the world."

WHAT SULPHUR DOES.

The mention of sulphur will recall to many of us the early days when our mothers and grandmothers gave us our daily dose of sulphur and molasses every spring and fall.

It was the universal spring and fall "blood purifier," tonic and cure-all, and mind you, this old-fashioned remedy was not without merit.

The idea was good, but the remedy was crude and unpalatable, and a large quantity had to be taken to get any effect.

Nowadays we get all the beneficial effects of sulphur in a palatable, concentrated form, so that a single grain is far more effective than a tablespoonful of the crude sulphur.

In recent years, research and experiment have proven that the best sulphur for medicinal use is that obtained from Calcium (Calcium Sulphide) and sold in drug stores under the name of Stuart's Calcium Wafers. They are small chocolate coated pellets and contain the active medicinal principle of sulphur in a highly concentrated, effective form.

Few people are aware of the value of this form of sulphur in restoring and maintaining bodily vigor and health; sulphur acts directly on the liver, and excretory organs, and purifies and enriches the blood by the prompt elimination of waste material.

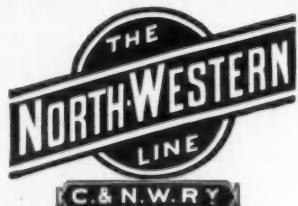
Our grandmothers knew this when they dosed us with sulphur and molasses every spring and fall, but the crudity and impurity of ordinary flowers of sulphur were often worse than the disease, and cannot compare with the modern concentrated preparations of sulphur, of which Stuart's Calcium Wafers is undoubtedly the best and most widely used.

They are the natural antidote for liver and kidney troubles and cure constipation and purify the blood in a way that often surprises patient and physician alike.

Dr. R. M. Wilkins while experimenting with sulphur remedies soon found that the sulphur from Calcium was superior to any other form. He says: "For liver, kidney and blood troubles, especially when resulting from constipation or malaria, I have been surprised at the results obtained from Stuart's Calcium Wafers. In patients suffering from boils and pimples and even deep-seated carbuncles, I have repeatedly seen them dry up and disappear in four or five days, leaving the skin clear and smooth. Although Stuart's Calcium Wafers is a proprietary article, and sold by druggists, and for that reason tabooed by many physicians, yet I know of nothing so safe and reliable for constipation, liver and kidney troubles and especially in all forms of skin disease as this remedy."

At any rate people who are tired of pills, cathartics and so-called blood "purifiers," will find in Stuart's Calcium Wafers, a far safer, more palatable and effective preparation.

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The names given below are those of the leading and most reliable School Supply Houses in the United States. None other can receive a place in this Directory. Everything required in or about a School House may be secured promptly and at the lowest market price by ordering from these Firms.

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